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ABSTRACT

Designed for use by school library coordinators to train library aides in the provision of library services to children, this manual concentrates on library use, children's literature, the teaching of reference skills, and meeting the special needs of special types of elementary school students (the academically gifted, the physically disabled, and the mentally handicapped) in the school media center. The manual is separated into three sections: (1) Library and Reference Knowledge, (2) Learning about Children and Books, and (3) Meeting the Special Needs of Children. The manual contains a suggested list of materials and audiovisual components which are to be assembled into a resource kit by the school library coordinator and used in conjunction with the study guide. Also accompanying the manual are a complete bibliography of resources required for the training program, tests (pre- and post-tests, and unit tests), assignment sheets, and answer keys. Specific topics covered during the training program include the use of the library catalog; Dewey Decimal classification; using encyclopedias, dictionaries, almanacs, atlases, and indexes; the reading needs of children; the history and nature of children's literature; and library services for special students. (Author/JL)

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EXPANDING LITERARY HORIZONS FOR CHILDREN

A TRAINING MANUAL FOR ELEMENTARY SCHOOL LIBRARY AIDES

SECTION I

Library and Reference Knowledge

ESEA TITLE IV PART C

GADSDEN INDEPENDENT SCHOOL DISTRICT
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EXPANDING LITERARY HORIZONS FOR CHILDREN:
A Training Manual for Elementary School
Library Aides - Prepared under an ESEA Title IV-C Grant.

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Anthony, N.M. 88021

EXPANDING LITERARY

HORIZONS FOR

CHILDREN

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Library and Reference Knowledge

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PREFACE

It is the intent of the Gadsden Independent School District to improve the quality of library services so that it more fully meets the needs of children through its curriculum. A good library program includes appropriate materials in science, social studies, reading and literature to meet the needs of students reading at the various grade levels.

Traditionally, para-professional library aides are responsible for each library-media center. Therefore, there is a definite need for training of the aides. Each aide needs knowledge of general reference materials in order to help students with their research requirements and reports. They also need to become familiar with children's literature in order to help students find books that they can read and enjoy. Instruction is necessary to improve storytelling techniques and group presentations.

Several aides audited a college course in children's literature at the University of Texas at El Paso. It became evident that in-service training would be necessary so that all aides could have the benefit of instruction tailored to their specific requirements. It also became apparent that in this "audiovisual age", the library staff must be able to approach literature and other subjects with multi-media presentations.

In the Spring of 1978, a proposal "Expanding the Literary Horizons of Children" was developed by Jeanne Barck (Director of Federal Projects) and Helen Goodman (Elementary Library Coordinator). It was submitted and approved for an ESEA Title IV-C innovative grant.

During the first year, workshops on children's literature and storytelling were presented by Jean Stevens (Children's Librarian, Branigan Library, Las Cruces), and Helen Goodman (Elementary Library Coordinator, Gadsden Independent School District). The results of this initial training were excellent. For the most part, the aides showed a marked increase in their knowledge of children's literature and storytelling skills.

During the following year, the project was expanded to include the needs of more children. A second proposal, "Meeting the Special Needs of Children", was developed to deal with the teaching of library and reference skills and to serve children with special abilities and handicaps. The second year's project was coordinated by Pat Lobdell (Title IV-C Librarian), who conducted presentations on the following topics given by specialists in their fields:

Gifted/Talented Students	Susan Dyche, Teacher of Gifted/Talented, Las Cruces School District
Visually Handicapped Students	Wanda West, Librarian, New Mexico School for the Visually Handicapped (Alamogordo, New Mexico)
Hearing Impaired Students	Bilye Norwall, Teacher of Hearing Impaired, Las Cruces School District
Physically Handicapped Students	Marilyn Esser, Teacher of Physically Handicapped, Las Cruces School District and Aurelia Alvarez-Nelson, Regist. Physical Therapist, Las Cruces School District
Mentally Handicapped Students Behaviorally Disordered Students Communication Disordered Students Learning Disabled Students	Patty Myers, Diagnostician for Special Education, Gadsden Independent School District

While coordinating the second year of workshops, Mrs. Lobdell, under the direction of Herb Torres (Director of Federal Programs-1979-80), began to develop a manual and resource kit based on the workshops that had been presented during the first and second years of the project.

During the third and final year of the grant, under the direction of Enrique Gallegos (Director of Federal Programs) and conducted by Mary Ann Plaut (Title IV-C Librarian) this in-service training manual for elementary school library aides was field-tested in Silver City, New Mexico, Bayard, New Mexico and Gadsden Independent School District with three new library aides.

Several specialists read the manuscript and contributed valuable suggestions. They included Ruth A. Velleman (Library Director, Human Resources School, Albertson, New York), Ann Bennett (Librarian, New Mexico School for the Deaf), Betsy F. McGuckin (Elementary Supervisory Librarian, Las Cruces School District), and Linda Rivera (Elementary Librarian, El Paso Public Schools).

Changes and revisions were made as a result of the field test. Both Alicia Martinez (Consultant, Las Cruces) and Niki Delgado (Home/School Specialist for OPTICS Program, Gadsden Independent School District) provided invaluable assistance in the final format and editing of the manual.

The illustrations used in this manual are the work of students from Anthony Elementary School (Gadsden Independent School District), many of whom were in Special Education classes. These illustrations were assembled and arranged under the direction of Lupe Lowenberg, art teacher at Gadsden High School.

In the Spring of 1981, this training manual was validated by the New Mexico State Department of Education.

Special thanks are extended to Helen Goodman for her guidance throughout the different phases of the project, and to Rosalinda Reyes and Margie Ortega who spent endless hours of their personal time in the typing of this manual.

In the spirit of continual innovations in education, it is our pleasure to share with you the history, development and potential of this manual. We are more than willing to assist you in implementing effective programs for the children of your schools.

Manuel X. Aguilar
Superintendent
Gadsden Independent School District

SECTION I - LIBRARY AND REFERENCE KNOWLEDGE

Unit	Books and Pamphlets	AV Materials
Unit 1: Parts of a Book and Catalog Cards	Polette. Basic Library Skills.	None
Unit 2: The Card Catalog and The Dewey Decimal System	Polette. Basic Library Skills.	Filmstrip: The Library: Our LRC: The Card Catalog - Set 1: pt. 2 The Dewey Decimal System - Set 1: pt. 3
Unit 3: Using the Encyclopedia	Beck and Pace. Library Skills: Using Reference material. Book 3 (workbook)	Filmstrip: The Library: our LRC: Encyclopedias - Set 2: pt. 4
Unit 4: Using the Almanac	Beck and Pace. Library Skills: Using Reference material. Book 3 (workbook)	Filmstrip: The Library: Our LRC: Almanacs and Yearbooks - Set 2: pt. 2
Unit 5: Dictionary Skills	Beck and Pace. Library Skills: Using Reference material. Book 3 (workbook)	Filmstrip: The Library: Our LRC: Dictionary - Set 2: pt. 3 Biography - Set 1: pt. 4
Unit 6: Using the Atlas	Beck and Pace. Library Skills: Using Reference material. Book 3 (workbook)	Filmstrip: The Library: Our LRC Gazetters and Atlases - Set 2 pt. 1
Unit 7: Magazines and Magazine Indexes	Beck and Pace. Library Skills: Using Reference material. Book 3 (workbook) Finding Information in magazines: how to use the readers guide. (Pamphlet)	Filmstrip: The Library: Our LRC Periodical Indexes - Set 3, pt. 3

Before beginning Unit 1, please view the filmstrip entitled "What Is a Library?" (The Library: Our Learning Resource Center, Set I, pt. 1).

UNIT 1 PARTS OF A BOOK AND CATALOG CARD

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will be able to identify and define the major parts of a book and the information each provides. 2. Library personnel will be able to identify and define 9 items of information found on a catalog card. 3. Library personnel will be able to identify and explain the function of the different types of catalog cards found in a card set. 4. Library personnel will be able to prepare an oral presentation on catalog cards.	a. In Basic Library Skills, read and study "A Book Has Many Parts", pp. 3,4 and "Do You Know the Parts of a Book", p. 4. b. In Basic Library Skills, study Transparency 3, and answer questions on dittos 3a and 3b. (Please put answers on separate sheet, do not write on master ditto). c. Prepare an oral library skills presentation on Catalog Cards. -Be sure to emphasize the concept of last name first. -Use names of authors and ask students how they would appear on catalog card. d. In Basic Library Skills, read and study "Catalog Cards" pp 5,6, "Let's Look at Catalog Cards", p. 6, "Author, Title and Subject Cards", p.6 and "Which Card Do I Want", p.7. e. In Basic Library Skills, study Transparency 5, and answer questions on dittos 5a, 5b and 5c. Please do not write on master dittos).	1. Turn in exercises 3a and 3b. Date__________ 2. Turn in exercises 5a, 5b and 5c. Date__________ 3. Turn in written library skills presentation. Date__________ 4. Present orally your skills presentation to your coordinator. Date__________ 5. Take the Post-test. Date__________

RESOURCES: Textbook: Basic Library Skills, pp. 3-7.
Attached Reading: Terms for Parts of Book".

TERMS FOR PARTS OF A BOOK

TITLE PAGE -- (usually first printed page of the book).
It contains:

1. Title of the book
2. Author or joint authors
3. Illustrator
4. Publisher
5. Place of publication

COPYRIGHT PAGE:
The copyright page shows the year in which the book was published. It is usually located on back of the title page.

DEDICATION:
Dedication is an author's message of gratitude or respect to his family or friends.

FORWARD OR INTRODUCTION OR PREFACE:
The forward is usually a message from the author to his readers. He tells who he has written the book about, what he has attempted to do, what he has included in the book and thanks to those who have helped him.

TABLE OF CONTENTS:
The table of contents lists the chapters, poems or stories in the order of their appearance in the book and the page number where the chapter begins.

BODY OF THE BOOK:
The body of the book is the main part of the book. In a fiction book this is the part in which the story is told. In nonfiction books it is the part in which you will find the information you are looking for on a subject.

INDEX:
The index is found at the end of a nonfiction book. It is a list of subjects or topics discussed in the book. An index is arranged alphabetically and gives the page number on which each topic is mentioned.

BIBLIOGRAPHY:
A bibliography is a list of books. It may be a list of books the author used to write the book. It may be a list of other books written by the author. The list may suggest other books to read on the same subject. The bibliography is located at the end of the book or at the end of each chapter.

GLOSSARY:
A glossary is a list of difficult words found in the book with its meaning and sometimes with its pronunciation. It is usually located at the end of the book.

APPENDIX:
An appendix is a section of charts, graphs, and maps. It is usually found at the end of the book.

UNIT 2, CARD CATALOG AND DEWEY DECIMAL SYSTEM

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will be able to prepare an oral library skills presentation on the organization, purpose and proper use of the card catalog. 2. Library personnel will be able to prepare an oral library skills presentation on the organization, purpose and proper use of the Dewey Decimal System.	a. View filmstrip, The Library; Our Learning Resources Center, Set 1, Pt. 2, "The Card Catalog". b. In Basic Library Skills, study Transparency 6 and answer questions on dittod 6a and 6b. (Please do not write on the master ditto). c. In Basic Library Skills, read and study "The Card Catalog: pp. 7,8. d. Prepare an oral library skills presentation on the use of either the Card Catalog or the Dewey Decimal System. e. View filmstrip, The Library: Our Learning Center, Set 1 Pt. 3, "The Dewey Decimal System". f. In Basic Library Skills, read and study "The Dewey Decimal System" pp. 8-12. g. In Basic Library Skills, study Transparency 7 and 8 and answer questions on dittos 7a, 7b, 8a, 8b, and 8c.	1. Turn in exercises 6a and 6b. Date__________ 2. Turn in exercises 7a, 7b, 8a, 8b, and 8c. Date__________ 3. Present orally your skills presentation to your coordinator. Date__________ 4. Take the Post-test. Date__________

RESOURCES: Textbook: Basic Library Skills, pp. 7-12, transparencies 6-8, exercises 6a, 6b, 7a, 7b, 8a, 8b and 8c.
Filmstrips: The Library; Our Learning Resources Center, Set I, Pt. 2 and 3.

UNIT 3, THE ENCYCLOPEDIA

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will be able to list at least 5 types of information found in an encyclopedia. 2. Library personnel will be able to do an oral library skills presentation on how and when to use encyclopedias to locate information.	a. View filmstrip, The Library: Our Learning Resource Center, Set II, Pt. 4. b. Read "Encyclopedia Lesson". c. Select 2 encyclopedias in your library and read the introductory material that tells you how to use the sets. Compare them to see how they differ. (If possible, use World Book and New Book of Knowledge). d. In Library Skills, Using Reference Material, do the exercise "Using the Encyclopedia", pp. 14-15. e. Do the "Key Work Exercise". f. Prepare an oral library skills presentation on how to use encyclopedias.	1. Turn in exercises pp. 14-15. Date________ 2. Turn in "Key Work Exercise". Date________ 3. Present orally your skills presentation to your coordinator. Date________ 4. Take the Post-test. Date________

RESOURCES: Filmstrip: The Library; Our Learning Resource Center, Set II, Pt. 4.
Attached Reading: "Encyclopedia Lesson".
Workbook: Library Skills, Using Reference Material, pp. 14-15.
Attached Exercise: "Key Word Exercise".

ENCYCLOPEDIA LESSON

I. General Knowledge Encyclopedias:

An encyclopedia is a book or set of books with 5 types of information: important persons, places, things, events and ideas. They usually meet the following 4 conditions:

1. Topic is a name, word or noun.
2. Topic deals with facts.
3. Topic is of interest to many people.
4. Topic is of lasting interest.

A. An encyclopedia is usually arranged alphabetically but some require the use of an index. (Each book may have an index, or there may be a compositeindex to all volumes in the set.)

B. An encyclopedia uses guide words which are printed in large letters at the top of a page to tell you the first and last topics on the page. In order to locate a topic, you skim the guide words and do not have to skim through the entire page.

C. A Key Word is the word under which you will look up the information. In many cases, the word which you think is the Key Word is not the one they use, but there will be a "See reference".

D. A "See reference" tells you to see the word they have used.

E. Long articles will often have Sub-headings which will save you much time finding specialized information in that article. Many times charts, graphs, and or maps will have the information you want, so be sure and look at them.

F. At the end of many of the longer articles, there will be suggestions of where to look for additional information on the same or related subject. This may be in the form of "See also" cross references, or related articles within the set of encyclopedias. These suggestions may also be bibliographies.

II. Examples of General Knowledge Encyclopedias and how to use them:

A. World Book

1. Look alphabetically in volumes and follow "See" or "See also" references, if necessary.

2. If you do not find an entry in regular volumes, then use Index volume. Bold face listings do not appear in main volumes unless immediately followed by letter of encyclopedia and page number. The light faced entry followed by letter of encyclopedia and page number are the ones that will appear in main volumes. It is necessary to use index in order to get complete coverage.

3. Most students in grade 5 and up should be able to use this set.

B. Compton's

1. Always look in fact-index at the back of each volume first.

2. If the entry in the fact-index is not followed by a letter and a page number, then all the information you will find about that subject is in the fact-index.

3. In many cases, references in the index will tell you what type of information you will get in the volume referred to, i.e., maps, pictures, etc.

C. New Book of Knowledge

1. Always look in the fact-index first.

2. If the entry in the fact-index is not followed by a letter and page number, then all the information you will find about that subject is in the fact-index.

3. In many cases, references in the index will tell you what type of information you will get in the volume referred to, i.e., maps, pictures, etc.

D. The Golden Book of Knowledge

1. Arranged alphabetically.

2. Index to all the volumes is in the last volume of the set.

III. Specialized Encyclopedias

A. Lands and People

1. Geographic information

2. No index

3. Each volume encompasses a continent. Look alphabetically by country within the continent.

B. Illustrated Encyclopedia of the Animal Kingdom

1. Each volume is about different types of animals.

2. Each volume has a table of contents and an index.

3. Many fine illustrations.

C. Book of Popular Science

The index in the last volume must be used to locate what you need.

IV. Children's Encyclopedias in Spanish

A. El Nuevo Tesoro de la Juventud (Grolier International, Inc.)

1. Each volume has a table of contents.

2. There is a composite index to all volumes in volume 20.

3. This set has a limited usage.

B. Encyclopedia Barsa

1. Volume I is a fact-index which refers you to articles in volumes II-XV.

2. If reference is in bold type, it is a larger article; if it is in regular type, it will only be mentioned.

3. Volumes II-XV are arranged alphabetically.

4. Volume XVI contains long articles.

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KEY WORD EXERCISE

Underline the word under which you would be most likely to find the following information in the encyclopedia.

1. The uses of solar energy.
2. The history of the Democratic Party.
3. The birthplace of President U.S. Grant.
4. The population of New York.
5. The location of the China Sea.
6. The population of San Francisco, California.
7. The birthday of Napoleon.
8. The uses of guided missiles.
9. The location of Yellowstone National Park.
10. The rules for playing ice hockey.
11. The history of motion pictures.
12. The number of Social Security Offices in the United States.
13. President Dwight D. Eisenhower's birthplace.
14. The location of the Hawaiian Islands.
15. The author of the book, The Musketeers.
16. The causes of Yellow Fever.
17. The name of the Prime Minister of England.
18. The difference between a meteor and a meteorite.
19. George Bernard Shaw's most famous play.
20. The length of the Brooklyn Bridge.
21. The population of the state of Missouri.
22. The location of the Grand Canyon.

UNIT 4, THE ALMANAC

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will be able to list at least 5 types of information found in an almanac.	a. Read the "Almanac Lesson".	1. Turn in exercises 17 and 18. Date______________
2. Library personnel will be able to do an oral library skills presentation on how and when to use almanacs to locate information.	b. If your library has 2 different almanacs, i.e., World Almanac, Information Please Almanac or Reader's Digest Almanac, compare them to see how they are alike and how they differ.	2. Present orally your skills presentation to your coordinator. Date______________
	c. In Library Skills; Using Reference Material, do the exercise "Using the World Almanac", p. 17 and "Exploring World Almanac", p. 18. (If your library does not have the World Almanac, use any other almanac).	3. Take the Post-test. Date______________
	d. Prepare an oral library skills presentation on how to use almanacs.	
	e. View filmstrip, The Library; Our Learning Resource Center, Set II, Pt. 2.	

RESOURCES: Filmstrip: The Library; Our Learning Resource Center, Set II, Pt. 2.
Attached Reading: "Almanac Lesson".
Workbook: Library Skills, Using Reference Materials. pp. 17-18.

ALMANAC LESSON

I. General charateristics of an almanac:

  A. short and concise information on a subject

  B. good indices to direct you to information desired

  C. subheadings to direct you to specific aspects of a subject

  D. information is current and up-to-date

  E. many charts and tables
  (Be sure to read explanatory material accompanying charts and tables because it will help you interpret them correctly.)

II. Types of information found in almanac:

  A. calendar

  B. outstanding dates and events

  C. movements of heavenly bodies

  D. facts about governments, history, geography and weather

  E. statistics regarding population, industry and farm production

III. Two well-known almanacs:

  A. World Almanac

    1. Grandaddy of them all and the one after which most are patterned

    2. Index in the front of the book

    3. Excellent subheadings

  B. Information Please Almanac

    1. Probably second in popularity to World Almanac

    2. Index in the back of the book

UNIT 5, THE DICTIONARY

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will be able to list at least 5 types of information found in a general dictionary.	a. Read the "Dictionary Lesson".	1. Turn in exercises pp. 13 and 23. Date______________
2. Library personnel will be able to list 3 types of special dictionaries usually found in a library and describe the type of information contained in each one.	b. Examine any dictionaries your library has and read the introductory material in them, including abridged elementary or intermediate dictionaries and an unabridged one.	2. Present orally your skills presentation to your coordinator. Date______________
3. Library personnel will be able to do an oral library skills presentation on how and when to use dictionaries to locate information.	c. In Library Skills, Using Reference Material, do the exercises "Using the dictionary", p. 13 and "Using a Biographical Dictionary", p. 23.	3. Take the Post-test. Date______________
	d. Prepare on oral library skills presentation on how to use dictionaries.	
	e. View filmstrip, The Library; Our Learning Resource Center, Set II, Pt. 3.	

RESOURCES: Filmstrip: The Library; Our Learning Resource Center, Set II, Pt. 3.
Attached Reading: "Dictionary Lesson".
Workbook: Library Skills, Using Reference Materials, pp. 13 and 23.

DICTIONARY LESSON

I. English language word dictionaries--Provide information about words.

   A. Every library should have at least two.

      1. An unabridged dictionary which contains all the words.

      2. An abridged dictionary which contains only the most commonly used words.

   B. Types of information about words found in a dictionary.

      1. Definitions

      2. Derivations

      3. Part of speech

      4. Pronunciation

      5. How to divide into syllables

      6. Correct spelling.

   C. Reading the front pages of dictionaries will tell you what type of information the dictionary contains and how to use the dictionary.

II. Foreign language dictionaries--Provide information about words in other languages.

   A. Provide same type of information about words found in an English language dictionary.

   B. Many are bilingual, that is you can look up either the English word or the foreign word.

III. Special dictionaries--Provide information on a specialized subject.

   A. Thesaurus

      1. Gives very short definition of the word.

      2. Gives words that mean the same as the word looked up (synonyms).

      3. Gives words that mean the opposite of words looked up (antonyms).

   B. Biographical dictionary

      1. Alphabetical listing of famous people.

      2. Usually gives birth and death dates, nationality, birthplace, family relationships and occupation.

C. Geographical dictionary

1. Alphabetical listing of important places.

2. Usually gives the location, area and population, geographical and physical features, economic data, and other items of general interest.

UNIT 6, THE ATLAS

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will be able to define 8 terms necessary to the understanding of a map in an atlas.	a. View filmstrip, The Library; Our Learning Resources Center, Set II, pt. 1, "Gazetteers and Atlases".	1. Turn in exercise p. 21. Date __________
2. Library personnel will be able to list 5 types of information found in most atlases.	b. Read the "Atlas Lesson".	2. Present orally your skills presentation to your coordinator. Date __________
3. Library personnel will be able to do an oral library skills presentation on the use of atlases.	c. Examine any atlases your library has and read introductory material.	3. Take the Post-test. Date __________
	d. In Library Skills, Using Reference Material, read p. 20 and do the exercise "Examine an Atlas", p. 21.	
	e. Prepare an oral library skills presentation on how to use atlases (include types of information found in most atlases).	

RESOURCES: Filmstrip: The Library; Our Learning Resources Center, Set II, Pt. 1.
Attached Reading: "Atlas Lesson".
Workbook: Library Skills, Using Reference Material, p. 21.

ATLAS LESSON

I. Types of information found in an atlas:

A. mountains

B. rivers

C. capital cities

D. deserts

E. state boundaries

F. types of minerals found

G. crops grown

H. distances

I. temperature

J. rainfall

II. Terms used in atlases:

A. Atlas - a book of maps and statistics about geography

B. Relief map - a map which shows the physical geography of a country such as mountains, rivers, lakes and deserts

C. Political map - a map which shows man-made features such as country boundaries, state boundaries, principal cities and capital cities

D. Economic map - a map which shows information about special conditions such as rainfall, temperature, crops grown, types of minerals found or population of the area

E. Legend - tells the meaning of symbols used on the map

F. Symbol - a picture representation of a word

G. Index - tells where to locate a subject in a book

H. Representative fraction - shows the comparative size between the map representation and the actual place

I. Graphic representation - a line on which distances are marked

J. Gazetteer - a geographical dictionary

ATLAS LESSON

Map--A representation of the surface of the earth on a flat surface.

Atlas--A book of maps and statistics about geography.

Relief Map--A map representing configuration of the earth's surface including differences in elevation.

Physical Map--A map that traces the various features of the land from rivers and valleys to mountains and hills.

Political Map--A map normally limited to political boundaries (i.e., towns, cities, counties, states) but many include topographical and route features.

Route Map--A map showing roads, railroads, bridges, etc.

Thematic Map--A map that satisfies special needs--climatological, meterological, archeological, etc. Some examples are maps that show natural resources, agricultural regions, forests and fisheries, energy production and consumption, gross national product, rainfall, international trade.

Legend--Tells what the symbols that are used on the map mean or represent.

Symbol--A picture representation of a word.

Scale--A divided line on a map or chart indicating the length used to represent a larger unit of measure (as an inch to a mile).

Representative Fraction--Shows the comparative size between the map representation and the actual place being represented.

Index (in an atlas)--A finding list of cities mountains, rivers, population and other features found on maps.

Gazetteer--A geographical dictionary, differing from the index to an atlas in that it is usually more comprehensive. (It may include brief to rather long entries tracing the history and economic and political features of the particular place).

UNIT 7, THE MAGAZINE AND MAGAZINE INDEX

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will be able to differentiate between various types of magazines as to the appropriateness of their material for the elementary school library. 2. Library personnel will be able to locate at least 3 different magazine articles on one topic by using either the abbridged Readers' Guide or the Subject, Index to Children's magazines.	a. View filmstrip, The Library; Our Learning Resources Center, Set III, Pt. 3 "Periodical Indexes". b. Study Finding Information in Magazines; How to Use the Readers' Guide to Periodical Literature. c. In Library Skills, Using Reference Materials, do the exercises "Magazines" p. 27 and "Using the Readers' Guide", p. 29. d. List, on a card, 3 magazine articles found on one topic. e. List and classify all the magazines in your library as to whether they are recreational or informational and for adults or children on the attached exercise sheet.	1. Turn in exercises pp. 27 and 29. Date__________ 2. Turn in list and classification of your library's magazines. Date__________ 3. Turn in list of 3 articles found on 1 topic. Date__________ 4. Turn in attached exercise. Date__________

RESOURCES: Filmstrip: The Library; Our Learning Resources Center, Set III, Pt. 3.
Attached Exercise: "Appropriateness of Magazines"
Workbook: Library Skills, Using Reference Material, pp. 27 and 29.
Pamphlet: Finding Information in Magazines, How to Use the Readers' Guide to Periodical Literature

Name____________________

Unit 7 Exercise

Date______________

APPROPRIATENESS OF MAGAZINES

List and classify all the magazines in your library as to whether they are recreational or informational and for adults or children.

Examples:

Magazine	Age / Type
Reading Teacher	Adult / Info.
Learning: The Magazine for Creative Teaching	Adult / Info.
Children's Playmate	Child. / Rec.
Odeyssey: The Young People's Magazine for Astronomy and Outer Space (Astro Media Corp. P.O. Box 92788 Milwaukee, Wisconsin 53202)	Child. / Rec.

EXPANDING LITERARY HORIZONS FOR CHILDREN

A TRAINING MANUAL FOR ELEMENTARY SCHOOL LIBRARY AIDES

SECTION II

Learning About Children and Books

ESEA TITLE IV PART C

GADSDEN INDEPENDENT SCHOOL DISTRICT
P.O. BOX DRAWER 70
ANTHONY, NEW MEXICO 88021

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EXPANDING LITERARY HORIZONS FOR CHILDREN:
A Training Manual for Elementary School
Library Aides - Prepared under an ESEA Title IV-C Grant.
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Gadsden Independent School District
P.O. Box Drawer 70
Anthony, N.M. 88021

EXPANDING LITERARY
HORIZONS FOR
CHILDREN

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PREFACE

It is the intent of the Gadsden Independent School District to improve the quality of library services so that it more fully meets the needs of children through its curriculum. A good library program includes appropriate materials in science, social studies, reading and literature to meet the needs of students reading at the various grade levels.

Traditionally, para-professional library aides are responsible for each library-media center. Therefore, there is a definite need for training of the aides. Each aide needs knowledge of general reference materials in order to help students with their research requirements and reports. They also need to become familiar with children's literature in order to help students find books that they can read and enjoy. Instruction is necessary to improve storytelling techniques and group presentations.

Several aides audited a college course in children's literature at the University of Texas at El Paso. It became evident that in-service training would be necessary so that all aides could have the benefit of instruction tailored to their specific requirements. It also became apparent that in this "audiovisual age", the library staff must be able to approach literature and other subjects with multi-media presentations.

In the Spring of 1978, a proposal "Expanding the Literary Horizons of Children" was developed by Jeanne Barck (Director of Federal Projects) and Helen Goodman (Elementary Library Coordinator). It was submitted and approved for an ESEA Title IV-C innovative grant.

During the first year, workshops on children's literature and storytelling were presented by Jean Stevens (Children's Librarian, Branigan Library, Las Cruces), and Helen Goodman (Elementary Library Coordinator, Gadsden Independent School District). The results of this initial training were excellent. For the most part, the aides showed a marked increase in their knowledge of children's literature and storytelling skills.

During the following year, the project was expanded to include the needs of more children. A second proposal, "Meeting the Special Needs of Children", was developed to deal with the teaching of library and reference skills and to serve children with special abilities and handicaps. The second year's project was coordinated by Pat Lobdell (Title IV-C Librarian), who conducted presentations on the following topics given by specialists in their fields:

Gifted/Talented Students	Susan Dyche, Teacher of Gifted/Talented, Las Cruces School District
Visually Handicapped Students	Wanda West, Librarian, New Mexico School for the Visually Handicapped (Alamogordo, New Mexico)
Hearing Impaired Students	Bilye Norwall, Teacher of Hearing Impaired, Las Cruces School District
Physically Handicapped Students	Marilyn Esser, Teacher of Physically Handicapped, Las Cruces School District and Aurelia Alvarez-Nelson, Regist. Physical Therapist, Las Cruces School District
Mentally Handicapped Students Behaviorally Disordered Students Communication Disordered Students Learning Disabled Students	Patty Myers, Diagnostician for Special Education, Gadsden Independent School District

While coordinating the second year of workshops, Mrs. Lobdell, under the direction of Herb Torres (Director of Federal Programs-1979-80), began to develop a manual and resource kit based on the workshops that had been presented during the first and second years of the project.

During the third and final year of the grant, under the direction of Enrique Gallegos (Director of Federal Programs) and conducted by Mary Ann Plaut (Title IV-C Librarian) this in-service training manual for elementary school library aides was field-tested in Silver City, New Mexico, Bayard, New Mexico and Gadsden Independent School District with three new library aides.

Several specialists read the manuscript and contributed valuable suggestions. They included Ruth A. Velleman (Library Director, Human Resources School, Albertson, New York), Ann Bennett (Librarian, New Mexico School for the Deaf), Betsy F. McGuckin (Elementary Supervisory Librarian, Las Cruces School District), and Linda Rivera (Elementary Librarian, El Paso Public Schools).

Changes and revisions were made as a result of the field test. Both Alicia Martinez (Consultant, Las Cruces) and Niki Delgado (Home/School Specialist for OPTICS Program, Gadsden Independent School District) provided invaluable assistance in the final format and editing of the manual.

The illustrations used in this manual are the work of students from Anthony Elementary School (Gadsden Independent School District), many of whom were in Special Education classes. These illustrations were assembled and arranged under the direction of Lupe Lowenberg, art teacher at Gadsden High School.

In the Spring of 1981, this training manual was validated by the New Mexico State Department of Education.

Special thanks are extended to Helen Goodman for her guidance throughout the different phases of the project, and to Rosalinda Reyes and Margie Ortega who spent endless hours of their personal time in the typing of this manual.

In the spirit of continual innovations in education, it is our pleasure to share with you the history, development and potential of this manual. We are more than willing to assist you in implementing effective programs for the children of your schools.

Manuel X. Aguilar
Superintendent
Gadsden Independent School District

RESOURCE LIST

SECTION II - LEARNING ABOUT CHILDREN AND BOOKS

Unit	Books	AV Materials
Unit 8: Reading Needs of Children	Sutherland. Z. Children and Books	None
Unit 9: The History of Children's Literature	Sutherland, Z. Children and Books	Filmstrip: The Tale of Peter Rabbit (Weston Woods)
Unit 10: Reading Aloud and Storytelling	Sutherland, Z. Children and Books	Cassette: Prelude: Series 1 (CBC)
Unit 11: Picture Books	Sutherland, Z. Children and Books	Filmstrip: Enjoying Illustrations (Pied Piper)
Unit 12: Folktales and Fairy tales	Sutherland, Z. Children and Books	Filmstrip: The Fool of the World and the Flying Ship (Weston Woods)
Unit 13: Fables, Myths and Epics	Sutherland, Z. Children and Books	Filmstrip: European Mythology Series (BFA)
Unit 14: Modern Fantasy	Sutherland, Z. Children and Books	Filmstrip: Getting Hooked on Fantasy (Guidance Associates)

RESOURCE LIST

SECTION II - LEARNING ABOUT CHILDREN AND BOOKS

Unit	Books	AV Materials
Unit 15: Modern Fiction	Sutherland, Z. *Children and Books*	Cassette (Recording of a dramatization of a full-length novel) For example: Multi-media Literature Program, section "B" contained in Unit 18 of manual.
Unit 16: Non-Fiction	Sutherland, Z. *Children and Books*	Filmstrip: *Protective Adaptation in Animals* (Coronet)
Unit 17: Biography	Sutherland, Z. *Children and Books*	Filmstrips: *American Biographies*, Series 1 (Miller-Brody) The Library: Our LRC: *Biography*, Set 1, pt. 4. (McGraw-Hill)
Unit 18: A Multi-media Approach to Children's Literature	ALSC: *Selecting Materials for Children and Young Adults*. Greene and Schoenfeld: *A Multi-media Approach to Children's Literature*. Huck: *Children's Literature in the Elementary School*.	See items listed in: "Multi-media for the Literature Program" - contained in Unit 18 of the manual.

UNIT 8, READING NEEDS OF CHILDREN

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will be able to list 5 basic needs that are common to most children.	a. Read Chapters II and III Children and Books, pp. 19-54.	1. Turn in 5 review cards. Date__________
2. Library personnel will be able to list 5 books for each of the 5 basic needs common to most children (a total of 25 books).	b. Read attached outline for highlights of Chapter II.	2. Turn in attached exercise. Date__________
	c. Study attached book lists to get ideas of authors and titles suggested for reading to fulfill each need.	3. Take the Post-test. Date__________
	d. Check your shelves and card catalog to see if you have these titles. Write a review card for 5 of these titles.	
	e. Do the attached exercise "Satisfying Students' Basic Needs with Reading".	

RESOURCES: Text: Children and Books, Chapter II and III, pp. 19-54.
Attached Reading: "Reading Needs of Children Outline".
Attached Exercise: "Project to Satisfying Students' Basic Needs with Reading".
Attached Booklist: Bibliographies of suggested titles to fill reading needs of children.

READING NEEDS OF CHILDREN OUTLINE

I. In order to serve the reading needs of children we must remember:

  A. Children need to enjoy the book they are reading.

  B. We need to know about books and children in order to help them select books that will interest them and which they will enjoy.

II. Basic needs of children and some themes of books to meet their needs.

  A. The need for physical well being and security.

    1. Fairy tales
    2. Many biographies
    3. Modern realistic fiction

  B. The need to love and be loved.

    1. Stories about family life
    2. Animal stories
    3. Stories about close friends
    4. Romances
    5. Books that show religious differences

  C. The need to belong

    1. Stories about family life
    2. Stories about school
    3. Stories about the neighborhood
    4. Stories about minority groups

  D. The need to achieve

    1. Stories about children coping with handicaps
    2. Many biographies
    3. Stories about people who have been successful

  E. Need for change

    1. Adventure stories
    2. Mystery stories
    3. Modern fantasy
    4. Humorous stories

  F. Need to know

    1. Books which tell true facts about something a child is interested in.
    2. Books which stimulate a child's curiosity about the world around him.

G. Need for beauty and order

1. Poetry
2. Well illustrated books
3. Art books

III. Children read

1. To dream
2. To learn
3. To laugh
4. To find out about the unknown
5. For sheer pleasure

Know your students and their interests, the basic human needs often satisfied by reading, why children read, and what books your library has available, then you will be able to help a student find the right book at the right time.

Name

Date

EXERCISE: SATISFYING STUDENT'S BASIC NEEDS WITH READING

Please select a student that visits your library, and in a paragraph describe the student's age, grade, reading level, and any background information you may know about the student that will help you in selecting books for his or her needs.

Select 5 titles, one to meet each basic need, that you would recommend for this student's reading needs. List these titles, write a short annotation for each title and indicate which reading need each title will meet.

Student's Biography:

Titles:

THE NEED TO LOVE AND BE LOVED is one of the most pressing of human needs, and children may satisfy this need by reading good books. Books about the family, books with themes illustrating cultural and religious differences and animal stories will often satisfy this need in children. In many situations they will be able to identify with the main character in the story.

The following titles may help you select books for the children who visit the library.

Family Stories:

Parson, Ellen	Rainy Day Together	(E)
Zolotow, Charlotte	A Father Like That	(E)
de Paola, Tomie	Nana Upstairs and Nana Downstairs	(E)
Cleary, Beverly	Several Titles	(3-5)
DeJong, Meindert	Johnny from Peppermint Street	(4-6)
Enright, Elizabeth	Several Titles	(4-6)
Estes, Eleanor	The Moffat Stories	(4-6)
Shotwell, Louisa R.	Roosevelt Grady	(4-6)
Wilder, Laura Ingalls	Little House Series	(4-6)
Fox, Paula	Little House Series	(4-7)
L'Engle, Madeline	Meet the Austins	(4-7)
Burch, Robert	Queenie Peavy	(5-7)
Cunningham, Julia	Drop Dead	(5-7)
Krumgold, Joseph	Onion John	(5-7)
Alcott, Louisa May	Several Titles	(7+)

Stories Illustrating Cultural and Religious Differences:

deAngeli, Marguerite	Thee, Hannah	(3-5)
Suhl, Yuri	The Merrymaker	(3-5)
Harris, Christie	Raven's Cry	(4-6)
Jordan, Mildred	Proud to be Amish	(4-6)
Fitzhugh, Louise	The Long Secret	(4-7)
Armer, Laura	Waterless Mountain	(5-7)
Beatty, Patricia	The Bad Bell of San Salvador	(5-7)
Ish-Kishor, Sulamith	Our Eddy	(5-7)
Lewis, Elizabeth	Young Fu of the Upper Yangtze	(5-7)
Little, Jean	Kate	(5-7)
Krumgold, Joseph	And Now, Miguel	(6-7)
Lingrad, John	A Proper Place	

Animal Stories:

Francoise	Jeanne-Marie Stories	(E)
Gackenbach, Dick	Do You Love Me?	(E)
Minarik, Else	Little Bear Books	(E)
Cone, Molly	Mishmash Stories	(3-5)
Ball, Zachary	Bristle Face	(4-6)
Stolz, Mary	A Dog on Barkham Street	(4-6)
Stolz, Mary	The Bully of Barkham Street	(4-6)
Burnford, Sheila	The Incredible Journey	(6+)
Gipson, Fred	Old Yeller	(6+)

THE NEED TO BELONG, to be an accepted member of a group, and to identify with others is another basic need that children have in common. The themes of books which answer this need are those that deal with family life and neighborhoods, stories that show different kinds of religious practices, stories of people who have had to exhibit competence in order to be accepted (sports stories), biographies, and stories about minority groups.

Family Stories:

Title by Margaret Alexander, Ezra Jack Keats, and Charlotte Zolotow are written at the "E" level.

Mathis, Sharon Bell	The Hundred Penny Box	(E)
Haywood, Carolyn	Many Titles	(2-4)
Cleary, Bererly	Many Titles	(3-5)
Friedman, Frieda	The Janitor's Girl	(4-6)
Greene, Bette	Philip Hall Likes Me	(4-6)
Miles, Betty	The Real Me	(4-6)
Sheve, Virginia Driving Hawk	High Elk's Treasure	(4-6)

Stories of people who had to exhibit competence in order to be accepted:

Biographies, particularly of members of minority groups.

Blume, Judy	Blubber	(4-6)
Greene, Constance	The Unmaking of Rabbit	(5-7)
Clark, Ann Nolan	Santiago	(6+)

Stories about members of minority groups.

Clark, Ann Nolan	Little Navajo Bluebird	(3-5)
Estes, Eleanor	The Hundred Dresses	(4-6)
Lampman, Evelyn Sibly	Go Up the Road	(4-6)
Taylor, Mildren	Roll of Thunder, Hear My Cry	(4-6)
Madison, Winfred	Maria Luisa	(5-6)
Colman, Hila	Mixed Marriage Daughter	(6+)
Hunter, Kristin	The Soul Brothers and Sister Lou	(6+)
Neville, Emily	Berries Goodman	(6+)
George, Jean	Julie of the Wolves	(6-8)

THE NEED TO ACHIEVE that children have is tied very closely to the need to belong. Children often feel that if they can overcome differences and exhibit competence, they will be accepted and loved. Stories that answer these needs are those that show strong characters overcoming great obstacles. Many times these obstacles are physical or mental handicaps. Folktales and biographies are also good selections to fulfill this type of reading need in children.

Miscellaneous selections:

Ardizzone, Edward -------------------- Little Tim Stories (E)
Bemelemans, Ludwig ------------------- Madeline Books (E)
Burton, Virginia --------------------- Mike Mulligan and his Steam Shovel (E)
Yashima, Taro ------------------------ Crow Boy (E)
Blume, Judy -------------------------- Blubber (4-6)
Estes, Eleanor ----------------------- The Hundred Dresses (4-6)
Sperry, Armstrong -------------------- Call it Courage (5-7)
Clemens, Samuel ---------------------- Huckleberry Finn and Tom Sawyer
Hentoff, Nat ------------------------- Jazz Country

Books dealing with people who have physical or mental handicaps:

Lasker, Joe -------------------------- He's My Brother (E)
Wolf, Bernard ------------------------ Don't Feel Sorry for Paul (3-6)
Little, Jean ------------------------- Mine for Keeps (4-6)
Byars, Betsy ------------------------- Summer of the Swans (5-7)
Mathis, Sharon Bell ------------------ Listen for the Fig (5-7)
Forbes, Ester ------------------------ Johnny Tremain

THE NEED FOR CHANGE

The need for children to read something relaxing and imaginative to free them from what can often be dull and routine lives is very strong. Books that fill this need for a change are humorous books, adventure stories, science fiction, romance, mysteries, and fairy tales. Below are some authors and titles that may help you in selecting titles.

Gag Wanda	Millions of Cats	(E)
Rey, H.A.	Curious George books	(E)
Sendak, Maurice	Where the Wild Things Are	(E)
Seuss, Dr.	Several titles	(1-5)
Brock, Betty	No Flying in the House	(2-4)
Coombs, Patricia	Dorrie Books	(2-4)
Blume, Judy	Tales of a Fourth Grade Nothing	(3-5)
MacGregor, Ellen	Miss Pickerell Goes to Mars	(3-5)
Sobol, Donald	Encyclopedia Brown series	(3-5)
Taylor, Sidney	All of a Kind Family	(3-5)
Warner, Gertrude	The Boxcar Children	(3-5)
White, E.B.	Charlotte's Web	(3-6)
Cleary, Beverly	Several titles	(3-6)
Fitzhugh, Louise	Harriet the Spy	(4-6)
Norton, Mary	The Borrowers series	(4-6)
Rodgers, Mary	Freaky Friday	(4-6)
Wilder, Laura Ingalls	Little House in the Big Woods	(4-6)
Alexander, Lloyd	Several titles	(4-7)
Lewis, C.S.	Chronicles of Narnia	(4-7)
Byars, Betsy	Pinballs	(5-7)
Bahl, Ronald	Charlie and the Chocolate Factory	(5-7)
Danziger, Paula	The Cat Ate my Gymsuit	(5-7)
Merrill, Jean	The Pushcart War	(5-7)
Robertson, Keith	Henry Reed, Inc. Books	(5-7)
Fleischman, Sid	The McBroom series	(-6)
L'Engle, Madeline	A Wrinkle in Time	(6-7)
Campbell, Hope	Why Not Join the Giraffes	(6-8)

UNIT 9, THE HISTORY OF CHILDREN'S LITERATURE

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will be able to list the 7 stages in the development of children's literature.	a. Read Chapter 4 in Children and Books, pp. 56-75.	1. Turn in 6 review cards. Date__________
2. Library personnel will be able to identify 2 titles from each stage of the development of children's literature.	b. Read the attached lesson on "The History of Children's Literature".	2. Take the Post-test. Date__________
	c. Learn the definitions of the terms on the attached "Terms for History of Children's Literature Lesson".	
	d. View the filmstrips, The Tale of Peter Rabbit, for an example of an early 20th centrry children's book in the A.V. format.	
	e. Choose 6 titles from the following stages of the development of children's literature and write a review card for each: -2 titles from stage V - Fairytales and Fables -1 title from stage VI - novels or stories written especially for children -3 titles from stage VIII - Modern books	

RESOURCES: Textbook: Children and Books, Chapter 4, pp. 56-75.
Filmstrip: The Tale of Peter Rabbit
Attached Reading: "The History of Children's Literature Lesson".
"Terms for History of Children's Literature Lesson".

HISTORY OF CHILDREN'S LITERATURE LESSON

Major stages in the development of children's literature.

I. Before the invention of the printing press.

- A. Storytelling by the older people.
- B. Subjects of these stories were how the world began, the history of their own beginnings and the adventures they had experienced, and stories of nature.

II. Earliest written books.

- A. Written by priests and monks.
- B. All books instructional and not for enjoyment.
- C. Subjects treated were manners and customs, religious and moral principles.

III. Earliest printed books.

- A. William Caxton (1422-1491), England's first printer, printed mainly for adultsbut children read them and some of them are still used by children today.
    1. Morte de Arthur by Sir Thomas Malory (King Arthur)
    2. The Historye of Reynart the Foxe
    3. Aesop's Fables
    4. The Recuyell of the Historyes of Troye (Odessy)
- B. Hornbooks (1440's)
- C. Battledores (1746-1770)
- D Chapbooks (1600's-1700's)
    1. Chapbooks with little literary merit, read for enjoyment.
    2. Subject was usually adventure story about hero who did something.

IV. Religious movement--Late 1500's.

- A. Bible was the book of the times.
- B. Three great books for children from this period
  Pilgrims Progress by John Bunyan
  A Book for Boys and Girls or Country Rhymes for Children
  Book of Martyrs by John Foxe

V. Fairytales and fables--late 1600's.

- A. Tales of Mother Goose

B. Perrault's Collection of fairy tales which included:

1. Sleeping Beauty
2. Little Red Riding Hood
3. Puss in Boots
4. Cinderella

C. de Beaumont, Mme., Beauty and the Beast

D. de la Fontaine, Jean, wrote fables based on Aesop's Fables and the Fables of Bidpai.

VI. The first novels or stories written especially for children date back to the mid 1700's.

A. First authors of children's books written for enjoyment:

1719 1. Defoe, Daniel-------------------- Robinson Crusoe
1726 2. Swift, Jonathon ------------ Gulliver's Travels
1762 3. Rousseau, Jean Jacques----------- Emile
1765 4. Goldsmith, Oliver---------------- Goody Two Shoes
1774 5. Newberry, John------------------- A Pretty Pocket Book
1812 6. Wyss, Johann David--------------- Swiss Family Robinson

B. Authors of children's books written to educate or teach a moral lesson:

1785 1. Day, Thomas---------------------- The History of Sanford & Merton
1800 2. Edgeworth, Maria----------------- Stories
1827 3. Goodrich, Samuel G. (Peter Parley, Pseud.) - Stories
1830 4. Abbott, Jacob-------------------- Stories
1868 5. Farquharson, Martha-------------- Eslie Densmore Series

VII. The shape of modern books along with the return to didactism in writing was beginning to emerge.

A. Fairy tales and folk tales:

1823 1. Grimm, Jocab & Wilhelm----------- Grimm's Popular Stories
1846 2. Anderson, Hans Christian--------- Fairy Tales
3. Jacob, Joseph-------------------- Collection of fairy tales
1889 4. Long, Andrew--------------------- Collection of fairy tales

B. Human:

1822 1. Moore, Clement------------------- A Visit from Saint Nicholas
1846 2. Lear, Edward--------------------- Book of Nonsense
1865 3. Dogson, Charles Tulridge (Lewis Carroll, Pseud.) - Alice's Adventures in Wonderland and Through the Looking Glass
1880 4. Hale, Lucretia------------------- Peterkin Papers

C. Fantasy:

1843 1. Dickens, Charles----------------- A Christmas Carol
1865 2. The great masterpiece of fantasy and nonsence - Alice's Adventures in Wonderland
1869 3. Verne, Jules--------------------- Twenty Thousand Leagues Under the Sea

1872 4. Verne, Jules-------------------- Around the World in 80 Days
1871 5. Macdonald, George---------------- At the Back of the Northwind
1901 6. Potter, Beatrix------------------ The Tale of Peter Rabbit
7. Potter, Beatrix------------------ Other Animal Stories
1908 8. Grahame, Kenneth----------------- The Wind in the Willows
1891 9 Lorenzini, Carlo (Collide, Pseud.) Pinocchio
1894 10. Kipling, Rudyard----------------- The Jungle Books
11. Kipling, Rudyard----------------- Just So Stories

D. Realistic Stories:

1869 1. Alcott, Louisa May--------------- Little Women
2. Alcott, Lluisa May--------------- Other Stories
1884 3. Clemens, Samuel (Mark Twain, Pseud.) The Adventures of Tom Sawyer
4. Clemens, Samual------------------ The Adventures of Huckleberry Finn
1891 5. Alger, Horatio------------------- Stories
1904 6. Montgomery, L. M.---------------- Anne of Green Gables

VIII. Children's literature from 1700's until today.

A. We will study the books from this period in more detail in future lessons.

TERMS FOR HISTORY OF CHILDREN'S LITERATURE LESSON

Hornbooks -------- not books at all but little wooden paddles on which were pasted lesson sheets of vellumn or parchment. Designed to teach the child letters and to continue religious instruction.

Battledores ------ an early form of book for children which had three folding cardboard leaves which contained the alphabet, easy reading, numerals and woodcut illustrations.

Chapbooks -------- cheap little books which had from 16 to 32 to 64 pages and were folded, not stitched; adventure stories with heroes who do things. Written for adults, but children loved them.

Newberry Award --- award given yearly for the outstanding American children's literature book.

Didactism -------- the practice of writing stories for children with the intent of teaching a moral lesson.

Caldecott Award -- given yearly to the outstanding American picture book. Illustrations are the main thing considered.

UNIT 10, READING ALOUD AND STORYTELLING

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will be able to select, prepare and read a story.	a. Read Chapter 16 pp. 516-526 in Children and Books.	1. Read a story aloud or tell to other aides. Date__________
2. Library personnel will be able to select, prepare and tell a story (from the Picture Book reading list).	b. Read the attached "Reading Aloud and Storytelling Lesson".	2. Take the Post-test. Date__________
	c. Listen to cassettes from Prelude, Series I: "Storytelling", "Reading Prose Aloud: and "Reading Poetry Aloud".	
	d. Prepare to read aloud or tell a story to other aides or to your coordinator. (See attached "Storytelling Evaluation Sheet").	

RESOURCES: Textbook: Children and Books, Chapter 16, pp. 516-526.
Cassette: Prelude, Series I
Attached Reading: "Reading Aloud and Storytelling Lesson:
"Storytelling Evaluation Sheet"
Attached Booklists: "Books About Storytelling" and "Picture Book Reading",
(from Picture Book Lesson, Unit 11).

READING ALOUD AND STORYTELLING LESSON

I. Value of Reading aloud and storytelling:

- A. Pure enjoyment
- B. Introduction of good literature
- C. Development of the art of listening
- D. Sharing experiences, creating a feeling of common experiences
- E. Creating interest in books that carries on through their adult lives
- F. Development of a sense of humor
- G. Enabling students to enjoy something that is of interest to them, might be above their reading level at present age.

II. Characteristics of a good story teller:

- A. Ability to select the right story for the right audience
- B. Thorough preparation and knowledge of the story
- C. Natural presentation letting voice and timing carry the story
- D. Ability to bring a story alive, and to arouse the listeners

III. Selection of a story:

- A. Generally a story will be good if:
    1. if you like it after several readings
    2. it has something to say
    3. it says it in the best of ways
    4. it has vision or stirs your creative imagination or emotions
- B. The story selected should be appropriate for the group to which you are presenting it.
    1. Interest, attitudes, and comprehension are often more important than age. Be flexible with "appropriate" age level. Story for the primary grades should be short, begin simply, come to the point and end.
    2. Mother Goose, Folktales, and other picture books are good with primary grades.
    3. Children above the age of ten like Greek and Norse Myths, and folktales
    4. Humorous stories are good for all ages.
    5. With mixed ethnic backgrounds, it is good to use 2 or 3 short stories which can appeal to the different groups in your audience.

IV. Learning and telling the story

   A. Give students time to get ready to hear the story.

   B. Avoid long introductions.

   C. Some stories should be memorized word for word. Others you may take some liberties with, but it is usually best to memorize the beginning and the end.

   D. Don't overexaggerate gestures and facial experessions, do not act out the story, costumes should not be used, delivery should be a natural one; the story is important, not you.

   E. Your voice is the important tool--timing, pitch, carrying power, and expression.

   F. When reading a story aloud from a picture book, be sure you show illustrations at the proper time.

BOOKS ABOUT STORYTELLING

Baker, Augusta	Storytelling: Art and Technique
Bauer, Caroline	Handbook for Storytellers
Bryant, Sara	How to Tell Stories to Children
Carlson, Bernice Wells	Listen! And Help Tell the Story
Colwell, Eileen	A Storyteller's Choice
Cundiff, Ruby	Storytelling for You
Fitz-Gerald, Carolyn	Creative Storytelling
Kratoville, Betty Lou	Listen My Children and You Shall Hear
Sawyer, Ruth	Way of the Storyteller
Shedlock, Mariel	Art of the Storyteller
Wagner, Joseph A.	Children's Literature Through Storytelling
Ziskind, Sylvia	Telling Stories to Children

STORY COLLECTIONS

Ass'n. for Childhood Ed.	Told Under the Blue Umbrella Told Under the Green Umbrella
Bucmeister, Rhoda	Stories to Begin On
Baily, Carolyn S. Ed.	Favorite Stories for the Children's Hour
Becker, May	Treasure Box of Stories for Children
Coe, Fanny E.	First Book of Stories for the Storyteller Second Book of Stories for the Storyteller
Conover, Charlotte	Holiday Sampler for Young Readers
Daly, Kathleen N.	Bruno Bear's Bedtime Book
Gruenberg, Sidone M. Ed.	Favorite Stories Old and New More Favorite Stories Old and New
Ass'n. for Childhood Ed.	Told Under the Green Umbrella
Martigoni, Margaret E.	Illustrated Treasury of Children's Literatur
Mitchell, Luch	Here and Now Story Book
Parsley, Mary Ed.	I Can Choose My Bedtime Story
Power, Effie L.	Bag 'O' Tales; A Source Book

Various Authors — Fairy Tales
Some in Spanish language

EL PASO PUBLIC SCHOOLS
Depatment of Support Services
Office of Library Services

BOOKS FOR READING ALOUD

A List Suggested by Teachers and Librarians

Listed below and on the pages which follow are books suggested by teachers and librarians for use in reading aloud to student groups. The list is intended to assist librarians in working with teachers and should not be considered restrictive or limiting in any fashion.

Preparation of the list. In October 1977 all librarians in elementary and intermediate schools were asked to submit titles of materials successfully being used by teachers reading aloud to students. This elicited recommendation of more than 400 different titles with surprising little duplication. Following compilation of a basic list, librarians Margarita Caballero, Lynn Christian, and Maxine Key examined the list and made further grade level recommendations. Their assistance is gratefully acknowledged.

Christina B. Woll
Consultant, Library Services

I. GRADES K-1

Author	Title	Publisher
Aliki	Keep Your Mouth Closed, Dear	Dial
Balian	The Animal	Abingdon
Balian	Humbug Witch	Adingdon
Berenstain	Bike Lesson	Random
Bonsall	The Day I Had to Play with my Sister	Harper
Bridwell	Clifford the Big Red Dog	Scholastic
Bright	Georgie	Doubleday
Brown	Arthur's Nose	Little
Brown	The Noisly Books	Harper
Brown	Runaway Bunny	Harper
Carle	Rooster Who Set Out to See The World	Watts
Domanska	If All the Sea Were One Sea	Macmillan
Duvoisan	Petunia	Knopf
Eastman	One Fish, Two Fish, Red Fish, Blue Fish	Random
Eastman	Are You My Mother?	Random
Ets	Gilberto and the Wind	Viking
Fatio	The Happy Lion	McGraw
Gag	Millions of Cats	Coward
Gage	Squash Pie	Greenwillow
Galdone	Little Red Riding Hood	McGraw
Galdone	Little Tuppen	Seabury
Ginsburg	The Greedy Bears	Macmillan
Graham	I Love You, Mouse	Harcourt
Gramatsky	Little Toot	Putnam
Groves	Mr. Egbert Nash	Children's

Author	Title	Publisher
Heyward	The Country Bunny and the Little Gold Shoes	Houghton
Hoban	Bread and Jam for Frances	Harper
Hoff	Danny and the Dinosaur	Random
Hoff	Horse in Harry's Room	Harper
Hogrogian	One Fine Day	Macmillan
Johnson	The "Harold" series	Harper
Johnson	That's Right, Edie	Putnam
Keats	Snowy Day	Viking
Keats	Whistle for Willie	Viking
Ken	The Tiger Who Came to Tea	Putnam
Kraus	Whose Mouse Are You?	Macmillan
Langstaff	Frog Went A-Courtin	Harcourt
Langstaff	Oh, A Hunting We Will Go	Atheneum
Leaf	Story of Ferdinand	Viking
Le Sieg	Ten Apples Up on Top	Random
Leydenfrost	Snake That Sneezed	Putnam
Lobel	Prince Bertram the Bad	Harper
Lopshire	Put Me in the Zoo	Beginner
McCloskey	Blueberries for Sal	Viking
McCloskey	Make Way for Ducklings	Viking
Marshall	George and Martha	Houghton
Mayer	There's a Nightmare in My Closet	Dial
Mills	I Know an Old Lady	Rand
Milne	Winnie the Pooh	Dutton
Nestrick ed	The Little Red Hen	Platt
Nic Leodhas	Always Room for One More	Holt
Norton	A Little Old Man	Rand
Payne	Katy No-Pocket	Houghton
Perkins	The Diggingest Dog	Random House
Piper	The Bumper Book	Platt
Rey	Curious George	Houghton
Rey	Curious George Takes a Job	Houghton
Sendak	Where the Wild Things Are	Harper
Seuss	Cat in the Hat	Random
Seuss	Green Eggs and Ham	Random
Seuss	The Lorax	Random
Slobodkina	Caps for Sale	Scott
Steig	Sylvester and the Magic Pebble	Simon & Schuster
Stephenson	The Night It Rained Toys	Follett
Tazewell	Littlest Angel	Children's
Todd	The Sick Cow	Children's
Ungerer	Crictor	Harper
Waber	Lovable Lyle	Houghton
Wildsmith	The Lion and the Rat	Watts
Yashima	Umbrella	Viking
Zion	Harry the Dirty Dog	Harper
Zolotow	Mr. Rabbit and the Lovely Present	Harper
	The Three Bears	
	La Bella Durmiente	Froel
	Blanca Nieve	Froel

II. GRADES 2-3

Author	Title	Publisher
Aardema	Why Mosquitos Buzz in People's Ears	Dial
Amass	The Great Sea Monster	Parent's
Anderson	The Ugly Duckling	
Anderson	Izzard	Scribner's

Author	Title	Publisher
Arthurst	Adventures of Spider	Watts
Arnott	Animal Folk Tales Around the World	Walck
d'Aulaire	Abraham Lincoln	Viking
d'Aulaire	George Washington	Viking
Balian	The Animal	Abigdon
Belpre	Ote	Pantheon
Bemelmans	Madeline	Viking
Bemelmans	Madeline's Rescue	Viking
Bishop	Five Chinese Brothers	Coward
Bishop	The Man Who Lost His Head	Viking
Bonsall	Case of the Hungry Stranger	Harper
Bonsall	What Spot?	Harper
Bradfield	Giants Come in Different Sizes	Rand
Bradfield	Pastel de Crema de Pepinillas	Molino
Brenner	Flying Patchwork Quilt	Scott
Bridwell	"Clifford" stories	Four Winds
Bright	Georgie	Doubleday
Brown	The Runaway Bunny	Harper
Brown	Stone Soup	Scribner
Carrick	The Accident	Seabury
Candill	A Pocketfull of Cricket	Holt
Chacones	In a Window on Greenwater Street	Steck
Chandler	Will You Carry Me?	Benefic
Charlip	What Good Luck! What Bad Luck!	Scholastic
Clark	Along Sandy Trails	Viking
Cleary	Henry Huggins	Morrow
Cleary	Mouse and the Motorcycle	Morrow
Cleary	Ribsy	Morrow
Cleary	Runaway Ralph	Morrow
Corbett	The Trick books	Little
Craig	The Dragon in the Clock Box	Norton
Craig	The Three Wishes	Norton
Dahl	James and the Giant Peach	Knopf
Derwent	Joseph and the Coat of Many Colors	Sch. Bk. Serv.
Devlin	Old Black Witch	Parents
Dolch	Folk stories	Garrard
Eastman	Are You My Mother?	Random
Elkins	Lucky and the Giant	Children's
Ets	In the Forest	Viking
Fatio	Happy Lion	McGraw
Flack	Angus and the Cat	Doubleday
Flack	Story about Ping	Viking
Flack	Walter the Lazy Mouse	Doubleday
Flora	Great Green Turkey Creek Monster	Antheneum
Flora	Little Hatchy Hen	Harcourt
Frensel	The Seven Monkeys	Barnes
Freedman	Dandelion	Viking
Friedrick	The Easter Bunny that Overslept	Lothrop
Gag	Millions of Cats	Coward
Graham	Benjy and the Barking Bird	Harper
Greene	"I Want to be" books	Children's
Grimm	Fairy Tales	
Grimm	Fisherman and his Wife	Norton
Grimm/Hoffman	Seven Ravens	Harcourt
Guifoile	Nobody Listens to Andrew	Follett

Author	Title	Publisher
Haywood	Betsy's Busy Summer	Morrow
Henry	Five O'Clock Charlie	Rand
Hoban	"Frances" books	Harper
Hoff	Danny and the Dinosaur	Harper
Hurd	Johnny Lion's Rubberboots	Harper
Janice	"Little Bear" stories	Lothrop
Kahl	The Duchess Bakes a Cake	Scribner's
Keats	The Snowy Day	Viking
Kipling	Just So Stories	Schocken
Kraus, Robert	Leo the Late Bloomer	Windmill
Lawson	Ben and Me	Little
Lear	Story of Ferdinand	Viking
Levy	Something Queer is Going On	Delacorte
Lindgren	Pippi Longstocking	Viking
Lobel	Frog and Toad Together	Harper
Lobel	Frog and Toad are Friends	Harper
McCloskey	Make Way for Ducklings	Viking
MacDonald	Mrs. Piggle Wiggle	Lippincott
McPhail	The Bear's Toothache	Little
Mann	Clubhouse	Coward
Mann	Secret Dog of Little Luis	Coward
Manushkin	Swinging and Swinging	Harper
Marshall	Miss Nelson is Missing	Houghton,
Mayer	What Do You Do with a Kangaroo?	Four Winds
Miller	Mouskin's Golden House	Prentice Hall
Milne	Winnie the Pooh	Dutton
Milnarik	"Little Bear" stories	Harper
Mosel	Tikki Tikki Tembo	Holt
Munson	Giant Book of Giants	Whitman
Myers	The Dragon Takes a Wife	Bobbs
Ness	Sam, Bangs and Moonshine	Holt
Ormondroyd	Theodore and Theodore's Rival	Parnassus
Parish	Amelia Bedelia	Harper
Payne	Katy No-Pocket	Houghton
Peet	Huge Harold	Houghton
Quigley	Blind Men and the Elephant	Scribner's
Rey	Curious George	Houghton
Rey, Margaret	Pretzel	Harper
Schweitzer	Amigo	Macmillan
Seuss	And To Think I Saw It on Mulberry Street	Random
Seuss	Cat in the Hat	Random
Seuss	500 Hats of Bartholomew Cubbins	Random
Seuss	Horton Hatches the Egg	Random
Seuss	McElligot's Pool	Random
Seuss	The Sneetches	Random
Seuss	Yertle the Turtle	Random
Seuss	Scrambled Eggs Super	Random
Simon	Henry the Uncatchable Mouse	Norton
Stobbs	Jack and the Beanstalk	Delacorte
Stobbs	Three Billy Goats Gruff	McGraw
Tazewell	Littlest Angel	Children's
Tresselt	The Mitten	Lothrop
Tworkov	Camel Who Took a Walk	Dutton
Waber	Ira Sleeps Over	Houghton
Ward	The Biggest Bear	Houghton

Author	Title	Publisher
White	Charlotte's Web	Harper
Wilder	Little House inthe Big Woods	Harper
Wilder	"Little House" books	Harper
Williams	Velventeen Rabbit	Doubleday
Yashima	Crow Boy	Viking
Young	Jellybeans for Breakfast	Parents
	101 Dalmations	

III. GRADES 4-6

Aardema	Why Mosquitos Buzz in People's Ears	Dial
Aiken	Wolves of Willoughby Chase	Doubleday
Alcott	Little Men	Macmillan
Alcott	Little Women	Macmillan
Anderson	Fairy Tales	Walck
Anderson	The Blind Connemara	Macmillan
Armstrong	Sounder	Harper
Atwater	Mr. Popper's Penguins	Little
Baker	Shaman's Last Raid	Harper
Blume	Tales of a Fourth Grade Nothing	Dutton
Boston	Children of Green Knowe	Harcourt
Bowman	Pecos Bill	Whitman
Brink	Caddie Woodlawn	Harper
Brock	No Flying in the House	Harper
Browning	Pied Piper of Hamelin	Warne
Brown	Stone Soup	Scribner's
Buck	Matthew, Mark, Luke, and John	Day
Burleson	A Man of the Family	Follett
Burnet	Secret Garden	Children
Burnfood	Incredible Journey	Little
Butterworth	The Enormous Egg	Little
Butterworth	Moving West on 122	Little
Calhoun	Camels Are Meaner Than Mules	Garrard
Carrick	The Accident	Seabury
Cleary	Mouse and the Motorcycle	Morrow
Cleary	Ramona the Pest	Morrow
Cleary	Runaway Ralph	Morrow
Collodi	Pinocchio	Parents
Colver	Bread and Butter Indian	Holt
Corbett	The Hairy Horror Trick	Little
Cunningham	Drop Dead	Pantheon
Dahl	Charlie and the Chocolate Factory	Knopf
Dahl	Danny, the Champion of the World	Knopf
DeJong	House of Sixty Fathers	Harper
DeJong	Hurry Home Candy	Harper
Deutch	More Tales from Faraway Folk	Harper
DeBois	Twenty-one Balloons	Viking
Drury	Champion of Merrimack County	Little
Eager	Half Magic	Houcourt
Ellis	Flight of the White Wolf	Holt
Enright	Thimble Summer	Holt
Estes	100 Dresses	Harcourt
Farley	Black Stallion's Courage	Random
Fitzgerald	The Great Brain	Dial
Fleming	Chitty Chitty Bang Bang	Random
Forbes	Johnny Termain	Houghton

Author	Title	Publisher
Garner	The Weirdstone of Brisingamen	Walck
George	Julie of the Wolves	Harper
George	My Side of the Mountain	Dutton
George	Who Really Killed Cock Robin	Dutton
Gipson	Old Yeller	Harper
Gipson	Savage Sam	Harper
Grimm	Fairy Tales	Viking
Harris	Mouse Woman	Atheneum
Heinlein	Have Space Suite - Will Travel	Scribner
Henry	Brighty of the Grand Canyon	Rand
Henry	King of the Wind	Rand
Hickock	Helen Keller	G & D
Hicks	Marvelous Inventions of Alvin Fernald	Holt
Holling	Paddle To The Sea	Houghton
Hurlimann	Barry	Harcourt
Irving	Legend of Sleepy Hollow	Macmillan
Jackson	Taste of Spruce Gum	Little
Jensen	Time of Rosie	Steck
Johnson	The Grizzly	Harper
Julian	The Peculiar Miss Pickett	Scholastic
Kipling	Jungle Book	Doubleday
Konigsburg	Jennifer, Hecate, Macbeth, William McKinley and Me	Atheneum
Kottmeyer	Robin Hood Stories	McGraw
Lawson	Rabbit Hill	Viking
L'Engle	A Wrinkle in TIme	Farrar
Leach	The Thing at the Foot of the Bed	World
Lear	Scroobious Pip	Harper
Lewis	The Lion, the Witch, and the Wardrobe	Macmillan
Lewis	The Magician's Nephew	Macmillan
Lindgren	Pippi in the South Seas	Viking
Lofting	Dr. Dolittle	Lippincott
London	Call of the Wild	
London	Whit Fang	
McCloskey	Homer Price	Morrow
McCloskey	Time of Wonder	Viking
McCormick	Tall Timber Tales	Caxton
Macdonald	Little Island	Doubleday
MsSwigan	Snow Treasure	Dutton
Mathis	Hundred Penny Box	Viking
Miles	Annie and the Old One	Little
Milne	Winnie the Pooh	Dutton
Mowat	Owls in the Family	Little
Mulock	The Little Lame Prince	World
Neville	Its Like This, Cat	Harper
Norton	The Borrowers	Harcourt
Nostlinger	Konrad	Watts
O'Brien	Mrs. Frisby and the Rats of NIMH	Atheneum
O'Dell	Island of the Blue Dolphins	Houghton
O'Henry	Gift of the Magi	Watts
Parish	Key to the Treasure	Macmillan
Rawlings	The Yearling	Watts
Rawls	Where the Red Fern Grows	Doubleday
Reese	Big Mutt	Archway
Rockwell	How to Eat Fried Worms	Watts
Rodgers	A Billion for Boris	Harper

Author	Title	Publisher
Rounds	The Blind Colt	Holiday
Sachs	Bear's House	Doubleday
Sachs	December Tale	Doubleday
Saint	The Little Prince	Harcourt
Sandberg	Rootabaga Stories	Harcourt
Sawyer	Journey Cake Ho	Viking
Sherlock	Anansi the Spider Man	Crowell
Sobol	Encyclopedia Brown	Nelson
Sperry	Call it courage	Macmillan
Steele	No-Name Man of the Mountain	Harcourt
Steig	Dominic	Farrar
Steinbeck	Red Pony	Viking
Stevenson	Treasure Island	
Talbot	Tomas Takes Charge	Lothrop
Taylor	All of a Kind Family	Follett
Distrito Escolar de Edgewood	Tesoros de mi Raza	DACBBE
Tolkien	The Hobbit	Houghton
Twain	Adventures of Tom Sawyer	World
Viorst	Alexander and the Terrible, Horrible, No Good, Very Bad Day	Atheneum
Wilder	"Little House" books	Harper
White	Charlotte's Web	Harper
White	Stuart Little	Harper
White	Trumpet of the Swans	Harper
White, Anne Terry	Golden Treasury of Myth & Legends	Golden
Williams	Velveteen Rabbit	Doubleday
Wojcienchowska	Shadow of a Bull	Atheneum
Wyss	Swiss Family Robinson	World
Yashima	Crowboy	Viking
Yashima	Momo's Kitten	Viking

Name________________

STORYTELLING EVALUATION SHEET

FINAL DEMONSTRATION TEST

	YES	NO
1. Did the storyteller know the story?	___	___
2. Did the story have value?	___	___
a. Literary value?	___	___
b. Entertainment value?	___	___
c. Was it a story?	___	___
3. Was the story teller at ease?	___	___
If gestures were used, were they natural?	___	___
4. Was there good eye contact?	___	___
5. Did the story teller use good diction?	___	___
6. Was the story teller's posture good?	___	___
7. Did the story have:		
a. Good beginning?	___	___
b. Logical sequence of events?	___	___
c. Did plot move directly to climax?	___	___
d. Was the conclusion satisfactory?	___	___
8. Could you hear the story teller?	___	___
a. Did story teller speak too fast?	___	___
b. Too slow?	___	___
c. Did she sound as if she had good breath control?	___	___
9. Were unnecessary parts left out?	___	___
10. Did the story sound memorized?	___	___

Form made up by: Vera Schraeder
Children's Librarian
Branigan Library
Las Cruces, New Mexico

UNIT 11, PICTURE BOOKS

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will be able to write a comparison of 2 to 4 different editions of Mother Goose Books. 2. Library personnel will know the correct author and title of all books appearing on the attached reading lists. 3. Library personnel will be able to write a review card for 10 picture books which their library has in its collection.	a. Read Chapters 5 and 6 in Children and Books. b. Study Carefully pp. 78-113 and 124-152 in Children and Books. c. Write a comparison of 2 to 4 different editions of Mother Goose Books. (Be sure to identify each edition by its illustrator). d. Examine all the books your library has that appear on the attached reading list. Learn which author wrote which book. e. View filmstrip Enjoying Illustrations. f. Select 10 titles from the attached reading list and write a review card for each title. (See attached "How to Prepare a Review Card").	1. Turn in written comparisons of Mother Goose Books. Date ____________ 2. Turn in 10 review cards. Date ____________ 3. Take the Post-test. Date ____________

RESOURCES: Textbook: Children and Books, Chapters 5 and 6, pp. 78-113 and 124-152.
Filmstrip: Enjoying Illustrations
Attached Readings: "Evaluating Mother Goose Books" and "How to Prepare a Review Card".
Attached Booklists: "Wordless Picture Books" and "Picture Books".

EVALUATING MOTHER GOOSE BOOKS [1]

With so many editions of Mother Goose, what factors should be considered when evaluating them? The following points may be useful in studying various editions:

COVERAGE: How many verses are included? Are they well-known rhymes or are there some fresh and unusual ones?

ILLUSTRATIONS: What medium has been used? What colors? Are the illustrations stylized, or varied? Are the illustrations consistent with the text? Do they elaborate the text? What is the mood of the illustrations (Humorous, sedate, high-spirited)?

PERIOD: Is the setting modern or in the past? What period do the costumes, houses, furnishings, and activities represent?

SETTING: What background is presented--rural or urban? Does the book take place in any particular country?

CHARACTERS: Do the characters portray multi-ethnic types or only Caucasians? Do the characters have distinct personalities? Are adults and children portrayed? How are animals presented--as humans or realistically?

ARRANGEMENT: Is there a thematic arrangement or the verses? Is there a feeling of unity to the whole book, rather than just separate verses?

FORMAT: What is the quality of the paper and the binding? Is the title page well designed? Is there an index or table of contents? Is there harmony between end papers, cover, and jacket? Are pictures and verses well spaced or crowded?

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[1] Nuck, Charlotte S. Children's Literature in the Elementary School. 3rd edition updated. NY, Holt, Rinehart and Winston, 1979. pp. 100-101.

HOW TO PREPARE A REVIEW CARD

Several of the assignments ask that you prepare review cards. The purpose of this is to familiarize you with books that your library has. Read or scan the book so that you know what the book is about and will be able to recommend it to students.

After the person in charge of your training has examined these cards and returned them, be sure and keep them so that you will be able to refer to them for quick reference.

When preparing review cards, give the author, title, publisher and publication date, kind of book, the grade or reading level, and then a short summary of what the book is about.

Below is an example of a review card prepared on a 3" X 5" catalog card.

Author: Shotwell, Louisa R.
TITLE: Roosevelt Grady
PUB. & DATE: World, 1963
KIND OR BOOK: Fiction GRADE LEVEL: 4th-5th

Story of a young black boy whose family earns its living by migrant work. They move wherever the crops take them and have a happy family life, but Roosevelt misses being able to go to school regularly and enjoy the benefits of living in one place. His and his mother's secret dream is to find a place where they can stay all year round. Through the meeting of an older boy who Roosevelt doesn't like at first, but they become close friends, Roosevelt and his mother find just what they are looking for.

WORDLESS PICTURE BOOKS

The following list is taken from an article appearing in the Reading Teacher volume 34, no. 4, January, 1981:

Abrahamson, Richard F. "An update on wordless picture books
with an annotated bibliography."

"The books in this list were selected because of outstanding artwork and because the stories were interesting, exciting to children and worthy of children's time." These are books published since 1972.

Briggs, Raymond. The Snowman. Random, 1978.

Carroll, Ruth. Rolling Downhill. Walck, 1973.

De Paola, Tomie. Pancakes for Breakfast. Harcourt 1978.

Fromm, Lilo. Muffel and Plums. Macmillan, 1973.

Goodall, John S. Creepy Castle. Atheneum, 1975.

Goodall, John S. An Edwardian Summer. Atheneum, 1976.

Goodall, John S. Jacko. Harcourt, 1972.

Goodall, John S. Naughty Nancy. Atheneum, 1975.

Goodall, John S. Paddy's Evening Out. Atheneum 1973.

Goodall, John S. Paddy Pork's Holiday. Atheneum, 1976.

Heller, Linda. Lily at the Table. Macmillan, 1979.

Kent, Jack. The Egg Book. Macmillan, 1975.

Krahn, Fernando. April Fools. Dutton, 1974.

Karhn, Fernando. Catch That Cat! Dutton, 1978.

Karhn, Fernando. A Funny Friend from Heaven. Lippincott, 1977.

Karhn, Fernando. Sebastian and the Mushroom. Delacorte, 1976.

Karhn, Fernando. The Self-Made Snowman. Lippincott, 1974.

Krahn, Fernando. Who's Seen the Scissors? Dutton, 1975.

Lisker, Sonia O. Lost. Harcourt, 1975.

Mayer, Mercer. Frog Goes to Dinner. Dial, 1974.

Mayer, Mercer. Frog on His Own. Dial, 1973.

Mayer, Mercer. The Great Cat Chase. Four Winds, 1975.

Mayer, Mercer. One Frog Too Many. Dial, 1975.

Mayer, Mercer. Two Moral Tales. Four Winds, 1974.

Ramage, Corinne. The Joneses. Lippincott, 1975.

Schweninger, Ann. A Dance for Three. Dial, 1979.

Sugita, Yutaka. My Friend Little John and Me. McGraw, 1973.

Turkle, Brinton. Deep in the Forest. Dutton, 1976.

Winter, Paula. The Bear and the Fly. Crown, 1976.

PICTURE BOOKS

Aardema, Verna ---------------------- Why Mosquitoes Buzz in People's Ears
Anglund, Joan Walsh ----------------- A Friend is Someone Who Likes You
Anno, Mitsumasa --------------------- Anno's Counting Book
Ardizonne, Edward ------------------- Little Tim and the Brave Sea Captain
Bemelmans, Ludwig ------------------- Madeline
Brunhoff, Jean de ------------------- The Story of Babar
Burningham, John -------------------- Mr. Grumy's Motor Car
Burton, Virginia Lee ---------------- The Little House
Burton, Virginia Lee ---------------- Mike Mulligan and his Steam Shovel
Carle, Eric ------------------------- The Grouchy Ladybug
Crews, Donald ----------------------- Freight Train
Daugherty, James -------------------- Andy and the Lion
Duvoisin, Roger --------------------- Petunia
Ets, Marie Hall --------------------- In the Forest
Fatio, Louis ------------------------ The Happy Lion
Flack, Margorie --------------------- The Story About Ping
Gag, Wanda -------------------------- Millions of Cats
Gag, Wanda -------------------------- Snippy and Snappy
Gramatky, Hardie -------------------- Little Toot
Harder, Berta and Elmer ------------- The Big Snow
Hoban, Russell ---------------------- A Birthday for Frances
Hutchins, Pat ----------------------- Rosie's Walk
Keats, Ezra Jack -------------------- Whistle for Willie
Lenski, Lois ------------------------ The Little Airplane
Lobel, Arnold ----------------------- Frog and Toad are Friends
McCloskey, Robert ------------------- Blueberries for Sal
Minarik, Else ----------------------- Little Bear
Politi, Leo ------------------------- Juanita
Potter, Beatrix --------------------- The Tale of Peter Rabbit
Rey, H.A. --------------------------- Curious George
Sendak, Maurice --------------------- Where the Wild Things Are
Seuss, Dr. -------------------------- Cat in the Hat
Titus, Eve -------------------------- Anatole
Turkle, Brinton --------------------- Thy Friend, Odadiah
Ungerer, Tomi ----------------------- No Kiss for Mother
Ward, Lynn -------------------------- The Biggest Bear
Wells, Rosemary --------------------- Morris's Disappearing Bag
Yashima, Taro ----------------------- Crow Boy
Zolotow, Charlotte ------------------ Mr. Rabbit and the Lovely Present

UNIT 12, FOLKTALES AND FAIRY TALES

OBJECTIVES

1. Library personnel will be able to list 5 characteristics of folktales.

2. Library personnel will be able to define 5 different types of folktales.

3. Library personnel will be able to give 2 examples of each of the following types of folktales: (1) cumulative tales, (2) talking beast tales, (3) droll or humorous tales, (4) fairy tales, and (5) tall tales.

ACTIVITIES

a. Read Chapter 7 in Children and Books, pp. 156-183.

b. Read attached "Folktales and Fairy Tales Lesson".

c. Learn definitions of terms on attached "Terms for Folktales and Fairy Tales".

d. Examine all the Books your library has which appear on the attached reading list, "Collections of Traditional Folktales and Fairy Tales".

e. View filmstrip, The Fool of the World and the Flying Ship for an example of a folktale in audio-visual format.

f. Select 10 titles from the attached reading list and write a review card for each title. (See "How to Prepare a Review Card, unit 11).

EVALUATION

1. Turn in 10 review cards.
Date__________

2. Take the Post-test.
Date__________

RESOURCES: Textbook: Children and Books, Chapter 7, pp. 156-183.
Filmstrip: The Fool of the World and the Flying Ship
Attached Reading: "Folktales and Fairy Tales Lesson"
"Terms for Folktales and Fairy Tales"
Attached Booklist: "Collections of Traditional Folktales and Fairy Tales"
See Unit 11: "How to Prepare a Review Card"

FOLKTALES AND FAIRY TALES LESSON

CHARACTERISTICS OF FOLKTALES:

1. Most are exciting, full of action, and the plot is very important.
2. The same themes or subjects are found in folktales throughout the world.
3. They have been told from one generation to the next, and have explained and reinforced the way people thought, felt, believed, and behaved throughout the ages.
4. They are usually objective and understanding and have to do with winning security, earning a living, accomplishing impossible tasks, and outwitting wicked schemes.
5. They are fictional stories about animals or human beings.
6. Many contain an element of magic.
7. They are excellent for storytelling and reading aloud.

VALUE OF FOLKTALES:

1. Most folktales teach strong moral values that usually end with good winning over evil, and evil being punished.
2. Most folktales are concerned with the deepest human feelings and satisfy desires for security, competence, and love.
3. Children simply enjoy reading and hearing them told and through them, they can gain an insight into their own cultural identity and an appreciation for that of others.

TYPES AND EXAMPLES OF FOLKTALES:

A. Cumulative Tales - folktales which keep repeating themselves and building up to a climax.

Examples:

1. The Old Woman and her Pig
2. The Gingerbread Boy
3. Henny Penny
4. Clay-Pot Boy

B. Talking Beast Tales - stories in which animals talk or act like humans.

Examples:

1. The Three Little Pigs
2. Puss in Boots
3. The Three Billy Goats Gruff
4. Henny Penny
5. Bremen Town Musicians
6. Chicken-Licken

C. Droll or Humorous Tales - funny folktales meant for fun and nonsense.

Examples:

1. Clever Elsie
2. Mr. Vinegar
3. Taper Tom
4. Squire's Bride
5. The Husband Who Was to Mind the House

D. Realistic tales - not common in folktales because the element of exaggeration is part of the story.

Examples:

1. Blue Beard
2. Mr. Fox
3. Gudbrand on the Hillside

E. Tales of Magic or Fairy tales - a form of folktale, with or without fairies, in which wonderful things happen through magic and imagination. The magic element may be provided by fairies or little people, wise women, witches, wizards, giants and ogres, fairy animals, magic objectives or enchanted people.

Examples:

1. Grimms Fairy tales
2. Andersen's fairy tales
3. More Tales from Grimm
4. Perrault's Complete Fairy tales
5. Cinderella
6. Rapunzel
7. Beauty and the Beast
8. Elves and the Shoemaker
9. Sleeping Beauty
10. Snow White
11. Jack and the Beanstalk
12. Puss in Boots

AMERICAN FOLKTALES

A. European folktales brought to America by immigrants.

Examples:

1. The Gingerbread Boy
2. Johnny Cake, Ho
3. Jack Tales
4. Grandfather Tales

B. North American Indian Tales - usually myths told about the beginning things or nature.

C. Black Folk Tales - often collections of stories that were told by plantation slaves. The most famous collection was Uncle Remus by Joel Chandler Harris. However, the Uncle Remus stories are full of offensive terms for Blacks. Terrapin's Pot of Sense by Harold Courtlander is an excellent group of tales by Black storytellers.

D. Tall Tales - folk tales of American origin which usually have a male as the main character and his deeds and adventures are highly exaggerated.

Examples:

1. Paul Bunyon stories
2. Pecos Bill stories
3. Mike Fink
4. Davy Crockett
5. John Henry

THERE ARE COLLECTIONS OF FOLKTALES FROM MANY COUNTRIES AND IF YOU NEED TO KNOW ABOUT THESE COLLECTIONS, YOU SHOULD CHECK THE BIBLIOGRAPHY IN CHILDREN AND BOOKS, pp. 172-177, or the DEWEY CLASSIFICATION 398.2 IN THE CHILDREN'S CATALOG.

TERMS FOR FOLKTALES AND FAIRY TALES LESSON

Folklore --------------- the songs, stories, myths, and proverbs of a people as handed down by word of mouth.

Folktales -------------- a traditional story, handed down in either written or oral form from generation to generation.

Fairy tales ------------ a form of folktale, with or without fairies, in which wonderful things happen through magic and imagination. Purely for entertainment.

Cumulative tales ------- folktales which keep repeating themselves and building up to a climax.

Talking beast tales ---- stories in which animals talk or act like humans.

Ballad ----------------- a story in verse form that is sung. These stories are usually very dramatic and have a quickly moving plot.

Tall tales ------------- humorous folktales in which the main characters are usually male and their adventures are wildly exaggerated.

COLLECTIONS OF TRADITIONAL FOLKTALES AND FAIRY TALES

Folktales are usually short stories; several of these short stories appear in one book. This book is called a collection. Some of the major collections of folktales are:

Asbjornsen, Peter Christian ------------- East of the Sun and West of the Moon
Norwegian Folk Tales

Association for Childhood Education International
Told Under the Blue Umbrella
Told Under the Green Umbrella
Told Under the Magic Umbrella

Brenner, Anita -------------------------- The Boy Who Could Do Anything & other
Mexican Folktales

Grimm, Jacob ---------------------------- The Complete Book of Fairy Tales
More Tales From Grimm
Grimm's Fairy Tales
Tales From Grimm

Harris, Joel Chandler ------------------- Uncle Remus Stories

Haviland, Virginia -- ------------------ Favorite Fairy Tales Told In (different
countries)

Perrault, Charles ----------------------- Perrault's Complete Fairy Tales
Famous Fairy Tales

Rackham, Arthur ------------------------- Arthur Rackham Fairy Book

In addition to collections, many folktales will be published as a single story in book form. They are good for reading aloud because they are well illustrated.

Asbjornsen, Peter Christian ------------- The Three Billy Goats Gruff

Brown, Marcia --------------------------- Dick Whittington and His Cat
Once a Mouse

Felton, Harold W. ----------------------- John Henry

Grimm, Jacob ---------------------------- The Seven Ravens
Tom Thumb
Rapunzel
Beauty and the Beast
Hanzel and Gretel
Rumplestiltskin

Perrault, Charles ----------------------- Puss in Boots
Cinderella
Little Red Riding Hood

Reyher, Becky --------------------------- My Mother is the Most Beautiful Woman in
the World

Sawyer, Ruth ---------------------------- Johnny Cake Ho

Shepard, Ester -------------------------- Paul Bunyon

UNIT 13, FABLES, MYTHS AND EPICS OR HERO TALES

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will be able to define all the term that appear on the list of terms.	a. Read the attached "Fables, Myths and Epics Lesson".	1. Turn in 10 review cards. Date__________
2. Library personnel will be able to give 2 examples of fables, myths, epics and hero tales.	b. Read Chapter 8 in Children and Books, pp. 193-208.	2. Take the Post-test. Date__________
	c. Learn the definitions of terms from attached "Terms for Fables, Myths, Epics and Hero Tales".	
	d. View filmstrip, European Mythology Series.	
	e. Select 10 titles from the "Fables, Myths and Epics Lesson" and prepare a review card for each. (See "How to Prepare a Review Card", unit 11). Please include: -2 examples of fables -2 examples of Greek Myths -2 examples of Norse Myths -2 examples of Epic or Hero Tales -2 examples of any other that interest you.	

RESOURCES: Textbook: Children and Books, Chapter 8, pp. 193-208.
Attached Reading: "Fables, Myths and Epics Lesson"
"Terms for Fables, Myths and Epic and Hero Tales"
Attached Booklist: ""Collections of Fables, Myths and Epics or Hero Tales"
Filmstrip: European Mythology Series
See unit 11: "How to Prepare a Review Card"

FABLES, MYTHS AND EPICS LESSON

I. Fables

A. Characteristics of fables:
   1. Animals are usually the main characters.
   2. Simple lessons in morality are used.
   3. They are referred to by title; in some cases, the author is unknown.

B. Important collections of fables in addition to Aesop's Fables
   1. The Fables of Bidpai
   2. The Panchatanha
   3. Jatakas
   4. The Fables of La Fontaine

C. Good collections of Aesop's Fables
   1. Boris Artzybasheff
   2. Joseph Jacobs
   3. James Reeves
   4. Anne Terry White
   5. Louis Untermeyer

II. Myths

A. Characteristics of myths:
   1. They are one of the most complicated forms of folklore.
   2. They explain how humanity developed into its present form.
   3. They are usually religious in nature and concerned with the gods.

B. Points to consider when reading myths to students or recommending them to students for their reading pleasure:
   1. Greek myths or Roman myths are most popular with children.
   2. Choose adaptations which are simple enough to be understood.
   3. In Roman mythology, the Greek gods often given different names although the story is the same.

C. Collections suitable for use with students.
   1. Greek myths
      a. d'Aulaire, Edgar Parin and Ingri --- Book of Greek Myths
      b. Graves, Robert --------------------- Greek Gods and Heros
      c. Kingsley, Charles ------------------ The Heroes
      d. Sellew, Catherine ------------------ Adventures with the Gods
   2. Norse myths
      a. d'Aulaire, Edgar Parin and Ingri --- Norse Gods and Giants
      b. Colm, Padriac ---------------------- Children of Odin
      c. Sellew, Catherine ------------------ Adventures with the Giants
      d. Sellew, Catherine ------------------ Adventures with the Heroes

III. Epic and Hero Tales

A. Characteristics of epic and hero tales;
   1. They may be either prose or poetry.
   2. They are usually about a hero or heroes performing brave deeds.

B. Examples of editions of epic and hero tales suitable for use with students:
   1. The Illiad and the Odyssey
      a. Church, Alfred J. ----- The Illiad and The Odyssey (9-11 yrs.)
      b. Watson, Jane Werner --- The Illiad and The Odyssey (9-11 yrs.)
      c. Picard, Barbara ------- The Odyssey of Homer (12+yrs.)
   2. Sigurd the Volsung (Norse myth) - hard to use with children, but worthwhile if your reader is advanced enough.
   3. Robin Hood (England) - probable the children's favorite.
   4. King Arthur and the Knights of the Round Table
      a. Lanier, Signey -------- The Boys of King Arthur
      b. Picard, Barbara ------- The Story of King Arthur and His Knights
      c. Pyle, Howard ---------- The Story of King Arthur and His Knights
   5. Beowulf
      a. Hosford, Dorothy ------ By His Own Might; the Battles of Beowulf (10-12)
      b. Nye, Robert ----------- Beowulf, a New Telling
      c. Serraillier, Jan ------ Beowulf
      d. Sutcliff, Rosemary ---- Beowulf

TERMS FOR FABLES, MYTHS, AND EPIC AND HERO TALES LESSON

Fables ---------------	a folklore story in which animals are usually the chief characters who try to teach people how to behave. Simple lessons in morality.
Myths ----------------	stories handed down through the ages which are concerned with gods, heroes and creation. Many of these stories explained happenings in nature and had a religious meaning.
Epic or hero tale ----	a folklore story about a hero or group of heros who perform deeds of bravery and good deeds.
Legends --------------	a folklore story similar to myths but are usually based on historical fact.
Parables -------------	a folklore story IN WHICH THE CHARACTERS ARE HUMAN and the purpose of the story is to teach a moral lesson.
Proverbs -------------	short sayings on human folly or wisdom. They tell no story.

COLLECTIONS OF FABLES, MYTHS, AND EPICS OR HERO TALES

NOTE: When a teacher or student requests a particular myth, legend, ballad, fable or folktale you may not find the particular item listed in the card catalog, but it still might be found in the library. Therefore, it is necessary to consult an appropriate collection of myths, fables, folktales, etc.

Myth - "Jason and the Golden Fleece"
First, consult the card catalog under the appropriate heading (in this case, Mythology, Classical). If there are individual books about this subject they can be located in this manner:
Padraic Colum's The Golden Fleece and the Heros who Lived Before Achilles.
John Gunther's The Golden Fleece.
However, the same myth might also be found in a collection such as:
Anne Terry White's The Golden Treasury of Myths and Legends.

Fable - "The Fox and the Grapes"
In the collection: Aesop's Fables retold by Anne Terry White.

Legend - "The Tale of Sir Launcelot"
In "The Boy's King Arthur ed. by Sidney Lanier.

Ballad - "The Tale of Lochmaben Harper"
In the collection: By Loch and By Lin: tales from Scottish Ballads ed. by Sorche Leodhas.

Folktale - "Casey Jones and Locomotive No. 638"
In the collection: Heroes in American Folklore ed. by Irwin Shapiro

UNIT 14, MODERN FANTASY

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will be able to write a short paragraph comparing folktale, modern fantasy.	a. Read Chapter 9 in Children and Books, pp. 213-246.	1. Turn in 6 review cards. Date__________
2. Library personnel will be able to identify 6 modern fantasy titles.	b. Read the attached "Modern Fantasy Lesson".	2. Turn in comparison paragraph. Date__________
	c. View the filmstrip, Getting Hooked on Fantasy.	3. Take the Post-test. Date__________
	d. Select 6 titles from "Fantasy and Science Fiction Books" which interest you and which your library has. Examine them and write a review card for each one. Please include 1 example from each of the following categories: -a story with a folktale element -a story of pure imagination -a story with talking beasts -a story with personified toys or inanimate objects -a story of humorous fantasy -a science fiction story	
	e. Write a short paragraph comparing folktales and modern fantasies.	

RESOURCES: Textbook: Children and Books, Chapter 9, pp. 213-246.
Filmstrip: Getting Hooked on Fantasy
Attached Reading: "Modern Fantasy Lesson"
Attached Booklist: "Fantasy and Science Fiction Books"
See unit 11: "How to Prepare a Review Card"

MODERN FANTASY LESSON

I. Similarities between modern fantasy and folklore:

  A. Modern fantasy often has familiar folktale themes.
    1. They are concerned with good and evil.
    2. They deal with physical well being.

  B. Modern fantasy, like folktales, is especially good for satisfying the reading needs of children.

  C. Modern fantasy often has magic or supernatural elements.
    1. They use talking animals.
    2. They use a realistic story but with magicians, elves, faires, etc.
    3. They endow children with great talents.

II. Special qualities of modern fantasy:

  A. They concern things that cannot really happen.

  B. Much modern fantasy is humorous.

  C. There is a great deal of exaggeration.

  D. Often, characters live in different worlds.

FANTASY AND SCIENCE FICTION BOOKS

"Fantasy and Science Fiction have always appealed to children. They provide vehicles by which the reader may travel to strange places and new worlds, meet fascinating people and creatures, and use science and imagination for enjoyable reading. Both genres have the power to launch children into unknown worlds."[1]

I. Tales with Folktale Elements:

Alexander, Lloyd -------------- The Prydain Books
The Marvelous Misadventures of Sebastian

Cooper, Susan ----------------- Over Sea, Under Stone
The Dark is Rising
Greenwich
Grey King
Silver on the Tree

Garner, Alan ------------------ Weirdstone of Brisingamen
The Moon of Comrath

Hunter, Mollie ---------------- The Kelpie's Pearls
The Walking Stones

Le Guin, Ursula --------------- A Wizard of Earthsea
The Tombs of Atuan
The Farthest Shore

Lewis, C.S. ------------------- The Narnia Stories

Mayne, William ---------------- Earthfasts
A Game of Dark
A Year and a Day

Picard, Barbara Leonie -------- The Gaun and the Woodcutter's Daughter
Goldfinch Garden

Thurber, James ---------------- The Great Quillow
Many Moons

Tolkien, J R.R. --------------- The Hobbit
The Lord of the Rings

Wrightson, Patricia ----------- The Older Kind of Magic
The Nargun and the Stars

II. Tales of Pure Imagination:

Babbitt, Natalie -------------- Knee-Knock Rise
Search for the Delecious
Tuck Everlasting

Barrie, James ----------------- Peter Pan

Boston, Lucy M. --------------- The Green Knowe Books

Carroll, Lewis ---------------- Alice's Adventures in Wonderland
Through the Looking Glass

Coatsworth, Elizabeth --------- Cricket and the Emperor's Son
The Cat Who Went to Heaven

Cresswell, Helen -------------- The Winter of the Birds
A Game of Catch

de Bois, William Pene --------- The Twenty-One Balloons
Bear Party
The Giant
The Lazy Tommy Pumpkinhead

de Saint-Exupery, Antoine ----- The Little Prince

Farmer, Penelope -------------- Charlotte Sometimes
The Summer Birds
A Castle of Bone

Jarrell, Randall -------------- The Animal Family

Langton, Jane ----------------- The Diamond in the Window
The Swing in the Summerhouse
The Astonishing Stereoscope

Lively, Penelope -------------- The Ghost of Thomas Kempe
The House in Norham Gardens
The Voyage of QV 66

McCaffrey, Anne --------------- Dragonsong
Dragonsinger
Dragondrums

Norton, Mary ------------------ The Borrowers

Pearce, Philippa -------------- Tom's Midnight Garden

Sendak, Maurice --------------- Where the Wild Things Are
Higglety Pigglety Pop
In the Night Kitchen
Nutshell Library

III. Modern Stories of Talking Beasts

Adams, Richard ---------------- Watership Down

Baker, Betty ------------------ Dupper

Benchley, Nathaniel ----------- Kilroy and the Gull

Bong, Michael ----------------- A Bear Called Paddington

Cleary, Beverly --------------- The Mouse and the Motorcycle
Runaway Ralph

Grahame, Kenneth -------------- The Wind in the Willows

Jarrell, Randall -------------- Bat-Poet

Kipling, Rudyard -------------- Just So Stories

Lawson, Robert ---------------- Ben and Me
Rabbit Hill

O'Brien, Robert --------------- Mrs. Frisby and the Rats of NIMH

Potter, Beatrix --------------- The Tale of Peter Rabbit

Selden, George ---------------- Cricket in Times Square
Tucker's Countryside
Harry Cat's Pet Puppy

Sharp, Margery ---------------- Miss Bianca Stories

Steig, William ---------------- The Amazing Bone
Sylvester and the Magic Pebble
Dominic

White, E.B. ------------------- Charlotte's Web

IV. Personified Toys and Inanimate Objects

Bailey, Carloyn Sherwin ------- Miss Hickory

Burton, Virginia -------------- Mike Mulligan and His Steam Shovel
The Little House

Clarke, Pauline --------------- The Return of the Twelves

Field, Rachel ----------------- Hitty: her first hundred years

Godden, Rummer ---------------- The Dolls' House
Impunity Jane
Miss Happiness and Miss Flower

Hoban, Russell ---------------- The Mouse and his Child

Lorenzini, Carlo -------------- The Adventures of Pinocchio

Milne, A.A. ------------------- Winnie the Pooh
The House at Pooh Corner

O'Connel, Jean ---------------- The Dollhouse Caper

V. Humorous Fantasy

Aiken, Joan ------------------- The Wolves of Willoughby Chase
Nightbirds on Nantucket
Black Hearts in Bettersea

Atwater, Richard & Florence --- Mr. Poppers Penguins

Butterworth, Oliver ----------- The Enormous Egg
The Trouble with Jenny's Ear

Dahl, Ronald Charlie & the Chocolate Factory

Fleischman, Sid --------------- The Ghost in the Noonday Sun
Chancy and the Grand Rascal
By the Great Horn Spoon

Geisel, Theodor, Seuss (Dr. Seuss) - And to Think I Saw it on Mulberry St.
The 500 Hats of Bartholomew Cubbins

Jansson, Tove ----------------- Finn Family Moomintroll

Juster, Norton ---------------- The Phantom

Lingren, Astrid --------------- Pippi Longstocking

Merrill, Jean ----------------- The Pushcart War

Pomerantz, Charlotte ---------- The Downtown Fairy Godmother

Travers, P.L. ----------------- Mary Poppins

VI. Science Fiction

Beatty, Jerome ---------------- Matthew Looney Stories

Bova, Benjamin ---------------- End of Exile
Exiled from Earth
Flight of the Exiles

Brink, Carol Ryrie ------------ Andy Buckran's Tin Men

Christopher, John ------------- The White Mountains Trilogy
The Guardians
The Lotus Caves
The Empty Word
The Prince in Waiting
Beyond the Burning Lands

Del Rey, Lester --------------- The Runaway Robot

Dickinson, Peter -------------- The Weathermonger
Heartsease
The Devil's Children

Engdahl, Sylvia --------------- Journey Between Worlds
Enchantress from the Stars
The Far Side of Evil
Beyond the Tomorrow Mountains

Heinlein, Robert -------------- Tunnel in the Sky
Podkayne of Mars

L'Engle, Madeleine ------------ A Wrinkle in Time
A Wind in the Door
A Swiftly Tilting Planet

Lightner, Alice M. ------------ *Doctor to the Galaxy*
The Galactic Troubadours

Martel, Suzanne --------------- *The City Under Ground*

Norton, Andre ----------------- *Moon of Three Rings*
The Zero Stone
Wraths of Time

Sleator, William -------------- *Into the Dream*

Todd, Ruthven ----------------- *Space Cat*

Wrightson, Patricia ----------- *Down to Earth*

UNIT 15, MODERN FICTION

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will learn as many authors and titles, and subject matter of fiction books as time permits.	a. Read Chapters 11 and 12 in Children and Books, pp. 308-351 and 371-394.	1. Turn in 6 review cards. Date__________
2. Library personnel will be able to list 5 reasons for encouraging students to read fiction.	b. Read the attached "Modern Fiction Lesson".	2. Take the Post-test. Date__________
	c. Select 6 titles listed in either chapters 10 and 11 of the text or the attached "Realistic Fiction Books". Write a review card for each.	
	d. Listen to cassette of a dramatization of a full-length novel (see section B, Unit 18).	

RESOURCES: Textbook: Children and Books, Chapters 11 and 12, pp. 308-351 and 371-394.
Attached Reading: "Modern Fiction Lesson"
Attached Booklist: "Realistic Fiction Books"
See Unit 11: "How to Prepare a Review Card"
Cassette: Recording of a dramatization of a full-length novel. (see section B, Unit 18).

MODERN FICTION LESSON

I. Purpose of reading realistic fiction:

   A. It tells a good story that holds the reader's interest and is written with enough literary style to develop in children an appreciation for good books.

   B. It satisfies some of children's basic needs.

   C. It gives students a better understanding of their own problems.

   D. It gives students a better understanding of other people.

   E. It is for pure enjoyment and entertainment.

II. Realistic fiction includes:

   A. Historical novels

   B. Stories about people of other lands

   C. Stories about life in the U.S. today

   D. Animal stories

   E. Sport stories

   F. Mysteries

III. Realistic fiction covers such a variety of subjects and serves so many purposes that it is important that library personnel learn who are the most important and popular authors and titles so that they may recommend them to their students.

You will need to learn as many of them as you can. Your textbook will be invaluable in helping you learn as will examination and reading of the books.

REALISTIC FICTION BOOKS

Sports Stories

		Grade Level
Christopher, Matt	Glue Fingers	(2-5)
Corbett, Scott	Home Run Trick	(3-5)
Lord, Berman	Shrimp's Soccer Goal	(3-5)
Neigoff, Mike	Runner-Up	(3-5)
Greene, Constance C.	The Ears of Louis	(3-6)
Jackson, C. Paul	Fifth Inning Fade-Out	(3-6)
Ayers, James S.	Track Comes to Lonesome Point	(4-6)
Christopher, Matt	Mystery Coach	(4-6)
Gault, William C.	The Big Stick	(4-6)
Slote, Alfred	Hang Tough, Paul Mather	(4-6)
Honig, Donald	Way to Go Teddy	(5-7)
Lee, Robert C.	It's a Mile from Here to Glory	(5-7)

Historical Fiction

Bawden, Nina	Peppermint Pig	(3-6)
Carmer, Carl	The Doy Drummer of Vincennes	(3-6)
DeAngeli, Marguerite	Up the Hill	(4-6)
Fisher, Leonard	Two if by Sea	(4-7)
O'Dell, Scott	Zia	(4-7)
Beatty, Patricia	The Bad Bell of San Salvador	(5-8)
Hunt, Itene	Across Five Aprils	(5-8)
Stelle, William D.	Perilous Road	(6-8)
Forbes, Ester	Johnny Tremaine	(7+)
Moskin, Marietta	I am Rosemarie	(7+)
Sutcliff, Rosemary	The Lantern Bearers	(7+)

Contemporary Life

Blegvad, Lenore	Moon-Watch Summer	(2-5)
Mathis, Sharon B.	The Hundred Penny Box	(2-5)
Bulla, Clyde R.	Shoeshine Girl	(3-6)
Cleary, Beverly	Ramona the Brave	(3-6)
Flory, Jane	Ramshackle Roost	(3-6)
Agle, Nan H.	Baney's Lake	(4-6)
Clymer, S.	Mr. Brother Stevie	(4-6)
Sachs, Marilyn	The Bear's House	(4-6)
Hodges, Margaret	The Making of Joshua Cobb	(4-7)
Blue, Rose	Grandma Didn't Wave Back	(5-7)
Blume, Judy	Are you there, God, It's Me Margaret	(5-7)
Cleaver, Vera and Bill	Where the Lilies Bloom	(5-7)
Fitzhugh, L.	Harriet the Spy	(5-7)
Greene, Constance C.	Beat the Turtle Drum	(5-7)
Stolz, Mary	Edge of the Next Year	(5-7)
George, Jean	My Side of the Mountain	(5-8)
Klein, N.	Mom, The Wolf Man and Me	(5-8)
Burch, Robert	Queenie Peavy	(6-8)
Paterson, Katherine	Bridge to Terabithia	(6-8)

Animal Stories Grade Level

Cleary, Beverely -------------- Socks (2-5)
Cleary, Beverly --------------- Ribsy (3-6)
Doty, Jean S. ----------------- Summer Pony (sequel: Winter Pony) (3-6)
Henry, Marguerite ------------- Stormy, Misty's Foal (3-6)
Levitin, Sonia ---------------- Rita, the Weekend Rat (3-6)
Annixter, Jane and Paul ------- Trumpter; the Story of a Swan (4-6
Atwater, Richard and Florence - Mr. Popper's Penguins (4-6)
Boston, Lucy ------------------ Stranger at Green Knowe (4-6)
Gates, Doris ------------------ Little Vic (4-6)
Burnford, Sheila -------------- The Incredible Journey (4-7)
London, Jack ------------------ Call of the Wild (4-7)
Kjelgaard, Jim ---------------- Big Red (5-6)
Henry, Marguerite ------------- King of the Wind (5-7)
Rawls, Wilson ----------------- Where the Red Fern Grows (5-7)
Gipson, Fred ------------------ Old Yeller (sequel: Savage Sam) (6-8)
George, Jean C. --------------- Julie of the Wolves (7+)

Adventure Stories

Dalgliesh, Alice -------------- Bears on Hemlock Mountain (2-4)
Haywood, Carolyn -------------- Away Went the Balloons (2-4)
Haywood, Carolyn -------------- Eddie's Valuable Property (2-4)
Bradbury, Bianca -------------- Two on an Island (3-5)
Brent, Stuart ----------------- Mr. Toast and the Secret of Gold Hill (3-5)
Cockett, Mary ----------------- Rosanna the Goat (3-5)
Fisher, Dorothy C. ------------ Understood Betsy (3-5)
Robertson, Keith -------------- Henry Reed's Big Show (3-5)
Bontemps, Arna ---------------- Mr. Kelso's Lion (3-6)
Sharmat, Marjorie ------------- Getting Something on Maggie Marmelstein (3-6)
Chaffin, Lillie E. ------------ Freeman (4-6)
Fitzgerald, John D. ----------- Great Brain (sequel: Return of the ...)(4-6)
Peck, Robert N. --------------- Soup (sequel: Soup and me) (4-6)
Rodgers, Mary ----------------- Freaky Friday (sequel: Billions for Boris (4-6)
Hodges, M. -------------------- Freewheeling of Joshua Cobb (5-7)

Mystery Stories

Parish, Peggy ----------------- The Haunted House (2-5)
Sobol, D.J. ------------------- Encyclopedia Brown, Boy Detective (3-5)
Warner, Gertrude C. ----------- The Bicycle Mystery (3-5)
Bellairs, John ---------------- Trilogy: The House with a Clock in its Walls (4-6)
The Figure in the Shadow
The Letter, The Witch and the Ring
Hamilton, Virginia ------------ The House of Dies Drear (5-7)
Raskin, Ellen ----------------- The Mysterious Disappearance of Leon
(Imean Noel)
Raskin, Ellen ----------------- The Westing Game (5-7)
Roberts, Willo D. ------------- The View from the Cherry Tree (5-7)
Touster, Irwin and R. Curtis -- The Perez Arson Mystery (5-7)
Bennette, Jay ----------------- The Long Black Coat (5-7)

UNIT 16, NON-FICTION

OBJECTIVE	ACTIVITIES	EVALUATION
1. Library personnel will be able to list at least 5 points to consider when evaluating a non-fiction book.	a. Read Chapter 14 in Children and Books, pp. 442-481.	1. Turn in 5 review cards. Date________
2. Library personnel will be able to list and define the 5 board categories (as identified in their textbook, Children and Books and to list the major subjects covered in each of the categories.	b. Read attached "Non-Fiction Lesson". c. View the filmstrip, Protective adaptation in Animals.	2. Take the Post-test. Date________
3. Library personnel will be able to name 2 well known authors who have written books in each of the 5 board categories.	d. Select 5 authors mentioned in Chapter 13 of textbook and prepare a review card for the 5 books. Please include an author from each of the 5 broad categories.	

RESOURCES: Textbook: Children and Books, Chapter 14, pp. 442-481.
Filmstrip: Protective Adaption in Animals
Attached Reading: "Non-Fiction Lesson"
See Unit 11: "How to Prepare a Review Card"

NON-FICTION LESSON

Children read non-fiction or information books in order to satisfy their curiosity and enlarge their knowledge.

I. In order for a non-fiction or information book to be good, it should:

   A. be written by authors who know their subjects well and who write with an understanding of the needs and limitations of their readers,

   B. present the material in logical sequence,

   C. cover the major points of a subject and be accurate,

   D. clearly identify what is fact and what is opinion,

   E. be up-to-date on subjects that require current information,

   F. be physically attractive, and charts, maps, and illustrations should help to present the facts in a clear and easily understood manner,

   G. be interestingly written and not dull.

II. Non-fiction or informational books have been written on almost every subject that could interest mankind, and your textbook has attempted to give you a broad picture of what is available. It has analyzed these subjects into 5 broad categories:

   A. Biological Sciences - books in this category include those on the familiar subjects of plants and animals as well as new discoveries in the field of the biological sciences.
      1. Natural clarity and good organization are of primary importance.
      2. The author must stay within the framework of the child's limited world.
      3. The author must present the information clearly and understandable and maintain the reader's interest.

   B. Physical Sciences - books in this category include the sciences such as weather, the earth, oceanography, pollution, space, astronomy,, physics, chemistry and other science subjects.
      1. The same criteria applies to these books as to those in the biological sciences.
      2. True facts must be presented in an intelligent, down to earth manner which will interest the student and encourage their desire to know more.

   C. Social sciences - books in this category include those that deal with people in their association with other groups of people; history, political science, anthropology, economics, geography, and law (to name only a few).

1. The same criteria applies to these books as to those in the biological and physical sciences.
2. An understanding of many of these areas is partially dependent on seeing relationships between past and present, and many of these books have been written with the objective of making the story of our past and present a real experience rather than a superficial one.

D. Religion and the Arts

1. Religion
    a. Biographies about religious leaders and stories about what people of different religious faiths believe can help children understand and respect the beliefs of others.
    b. Books about religions which describe the history, beliefs, traditions, and leaders of a different denominations are especially important for the factual information they present.
2. The Arts
    a. Spoken or performing arts including books about music, dance and drama.
    b. Visual arts include art, design, architecture, and photography.

E. Activities and Experiments - these books need to be very clearly written and have directions and instructions that are easy to follow.

1. Puzzle books and brain teasers
2. Sports books and physical activity books
3. Arts and crafts
4. Film-making
5. Care of animals and pets
6. Scientific experiments

UNIT 17, BIOGRAPHY

OBJECTIVE	ACTIVITIES	EVALUATION
1. Library personnel will be able to evaluate biographies by using the criteria provided in part I of the "Biography Lesson". 2. Library personnel will be able to distinguish between fictionalized biography and biographical fiction by writing a definition for each with examples. 3. Library personnel will be able to list 6 biographical series for children with the major characteristics of each and the approximate age level for which they were written.	a. Read Chapter 13 in *Children and Books*, pp. 402-431. b. Read the attached "Biography Lesson". c. View the filmstrips, *American Biographies*, Series I, and Biography Set I, pt.4 . d. Check the biography section of your library. On the attached Biography Exercise list all the biography series in your library collection. e. Select 3 individual biographies. (those not included in a publisher's series) for each of the following age groups and write a review card for each: 1. Young readers, gr. 1-3 2. Middle readers, gr. 4 and 5 3. Older readers, gr. 6 and 7. f. Select 3 collective biographies. Using the "review card" format, write a short description of the contents of each.	1. Turn in the "Biography Exercise". Date_________ 2. Turn in 3 review cards of individual biographies. Date_________ 3. Turn in 3 description reviews of collective biographies. Date_________ 4. Take the Post-test. Date_________

RESOURCES: Textbook: *Children and Books*, Chapter 13, pp 402-431.
Filmstrip: *American Biographies*, Series I and *Biography*, set I, pt. 4.
Attached Reading: "Biography Lesson"
Attached Exercise: "Biography Exercise"
See Unit 11: "How to Prepare a Review Card"

BIOGRAPHY LESSON

I. Standards for evaluating biographies:

   A. Accuracy and authenticity - as true as research can make it and the more reliance on primary source materials the better.

   B. Objectivity - good biographers are aware of their own biases and take special care they do not let their opinions interfere with the search for the truth; they let deeds speak for themselves.

   C. Documentation - it is footnoted as to the source of information.

   D. Vivid detail - it tells little or big incidents in a biographee's life that show him/her as an interesting human.

   E. Theme and variety - good biographers present the most interesting facts and details of a biographee's life in a manner which reveals the biographee's life as the author has come to know him/her. It becomes a story, and not just a recital of facts.

   F. Style and pattern - the prose must be good to read and it must be appropriate to the subject matter and to the mood of the subject.

II. Biography for children often differs from biography for adults in that:

   A. it is not usually as carefully documented;

   B. the person being written about is not exploited to the degree he/she is in adult biographies;

   C. dialogue is often used for which there is no documentation; that is, authors put words and thoughts into their subject's mouths for which there is no evidence it was actually thought or said.

   D. Two types of hybrid biography common in children's writing:

      1. Fictionalized biography - this is based on careful reserach, but know facts are often presented in dramatic episodes complete with conversations. This is probably the best type of biography for children because it brings people to life, and re-creates living, breathing people, who make a deep impression on children.

      2. Biographical fiction - this takes a historical character as a basis for a fiction story which is semi-historical in nature. When a student is reading a book of this type, he/she should understand that this is the way it could have happened but that history does not tell us for sure.

   E. Many biographies are written in series and these series often follow a standard format. If you know the major characteristics of these series, it will help you select the right biography for the student. However, it is necessary to watch for the best books in each series, since all the books in a series are not of equal quality.

1. Younger Readers
    a. Harper & Row: I Can Read History Book - includes several life stories told from a child's viewpoint.
    b. Crowell: Young Biographies - emphasize minority group members.
    c. Bobbs-Merrill: Childhood of Famous Americans - high interest, low-vocabulary same format, often merry & gay.
    d. Random House: Step-Up Books - several biographies included in this easy-to-read series.
    e. Watts: Picture Life books
    f. Garrard: Discovery Books - many titles are bland.
       World Explorer Books
    g. Children's Press: Biography Series
    h. Putnam: A See and Read "beginning to read biography"

2. Middle Readers
    a. Scribner: Initial Biographies - are well written, brief, and useful.
    b. Grosset & Dunlap: Signature Books - highly fictionalized and often of dubious accuracy.
    c. Random House: Landmark Books - many very good but some not so good.
    d. Follett: Library of American Heros
    e. Children's Press: The True Story of
       Personal Close-up books
    f. Dillon: Taking Part Books - accounts of well-known contemporary personalities.
    g. Garrard: Americans All
       Target Books

Older Readers
    a. Crowell Biographies
    b. Messner Biographies
    c. Harper & Row: Breakthrough Books - emphasize people who have made a breakthrough in achievements or human relations.
    d. Putnam: Lives to Remember - lives of heroes in history.
    e. Putnam: Sports Shelf - heroes in sports
    f. Houghton Mifflin: North Star books - lives of heroes in American history.
    g. Dillon: The Story of an American Indian series
       Contribution of Women series (collective biographies)
    h. Children's Press: People of Destiny
       Horizon Caravel Books - beautifully illustrated
       American Heritage Junior Library - beautifully illustrated

III. Collective Biographies - short biographies of different people printed in one book. In the library, they are classified as 920.

A. The Biography Index is published yearly by A.W. Wilson Co. it is a good reference tool for finding what biographies are in each book.

B. A collective biography is an excellent book for children whose span of attention is limited.

C. A collective biography provides the student with interesting reading based on the lives of several people with a common interest or career.

Name____________________

Date____________________

BIOGRAPHY EXERCISE

Make a list of biographies in series found in your library

I. Series for Younger Readers:

II. Series for Middle Readers:

III. Series for Older Readers:

UNIT 18

A MULTI-MEDIA APPROACH TO CHILDREN'S LITERATURE

INTRODUCTION

This unit is primarily concerned with listening to and viewing various types of media to be used in the literature program.

Before beginning the third activity in this unit, please consult the person in charge of training in order to find out which multimedia items are available in the resource kit accompanying this training manual. Also, there may be other items available in your district which you might use (or substitute) or it may be necessary for the library coordinator to arrange to borrow materials from another source.

For suggestions of suitable materials, please refer to the list entitled "Types of Multi-media for the Literature Program," which is contained in this unit.

UNIT 18, MULTI-MEDIA APPROACH TO CHILDREN'S LITERATURE

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will be able to list types of media, uses of media extend and enrich the curriculum and criteria used to select media. 2. Library personnel will be able to demonstrate the operation of 10 specified types of audio visual equipment	a. Read in Children's Literature in the Elementary School, Ch. 10, pp. 599-621; look at "Film List", pp. 634-636; "Filmstrip List; p. 636; and "Recordings List", pp. 637-638. b. Read the attached "Understanding the Use of Media in a Literature Program". c. Read the attached The School Library Media Services Handbook, Audio-visual Equipment". d. Read in a Multimedia Approach to Children's Literature, "Introduction and Resources", pp vii-xviii. e. Do the attached 'Multi-Media Exercise". f. Fill in specific items on the attached "Listening and Viewing List. g. Listen to or view the following" 1. A reading of a short story, exerpt from a story or poetry selection.* 2. A recording of a dramatization of a full length novel. 3. The filmstrip version of a picture book. 4. A filmstrip that introduces a theme in literature 5. A film or filmstrip presenting background materials. 6. A "meet the author" filmstrip.	1. Turn in 'Multi-Media Exercise. Date__________ 2. Demonstrate to your coordinator how to set up and operate 10 types of audio visual equipment. Date__________ 3. Take the Post-test. Date__________

7. A "conversation with an author" cassette.
8. Multi-media materials concerning books and the teaching of literature.
9. Multi-media materials about poetry.*

h. Learn to operate the following 10 audio visual equipment:

1. cassette recorder
2. reel-to-reel tape recorder
3. record player
4. 35mm filmstrip projector (simple viewer as well as projector with cassette or record combination).
5. 35mm filmstrip (with cassette player) viewer for individual use.
6. 35mm slide carousel projector
7. Super 8 Film Loop Projector
8. Overhead Projector
9. Opaque Projector
10. Video Cassette equipment (if used by Media Center personnel).

*Before listening to or viewing materials on poetry, suggest reading Chapter 10., pp. 255-300, "Poetry".

RESOURCES: Textbook: Children's Literature in the Elementary School, 3rd ed. "updated" by Charlotte S. Huck; New York, Holt, Rinehart and Winston, 1979, pp. 599-621, 634-638.
A Multimedia Approach to Children's Literature pp. vii-xviii.
Attached Reading: "Understanding the Use of Media in the Literature Program".
"Multi-media for the Literature Program".
Attached Exercises: "Multi-media Exercise".
"Listening and Viewing List".
Filmstrips, Records, Cassettes: Please refer to attached reading, 'Multi-media for the Literature Program".
Appendix 1: "School Library Media Services Handbook", "Audio Visual Equipment, Orange County.
Appendix 2: "Library and Media Skills", from 1981 Miller-Brody Catalog.

UNDERSTANDING THE USE OF MULTI-MEDIA FOR THE LITERATURE PROGRAM

As part of the literature program, multimedia presentations can be useful in several ways. "Collections of quality media can be rich resources for extending and enriching the literature program, as well as other areas of the curriculum. Films, filmstrips, filmloops, discs, cassette tapes and slides may be used to:

- introduce a book or poem
- develop meaning
- provide background
- present literature in another form."[1]

The use of non-print materials "should extend an experience or provide a value not obtained by the use of the printed book. Media, when carefully evaluated and used optimally, should contributed to the development of children's thinking and attitudes, as well as enhancing their esthetic experiences."[2]

However, the successful use of multimedia depends greatly on the type of presentation and its purpose. If the purpose of using media is simply to entertain students, just listening to a recording or seeing a film might be adequate. On the other hand, a carefully selected recording or visual presentation, accompanied by some thoughtful planning, can serve to introduce a topic, spark interest in a new field, or motivate the student to read for enjoyment.

At Halloween, class after class filed into the library/media center to listen to the recording of a spine-chilling tale told by Vincent Price. Afterwards, the students left the library having enjoyed the diversion, but with little more. Had same students been ushered into a faintly lit media center to here the same frightening tale, accompanied by eerie sound effects in the background, they might have been motivated to leave the library, books in hand, to enjoy a good story on their own. But how could this have been accomplished in keeping with the occasion? At the conclusion of the tale, a librarian might have appeared, disguised as a ghost or skelton, lighting a few shaded table lamps to reveal a collection of mystery books and haunting tales. If the collection was short on mysteries, good adventure stories and even some humour might have been included since the ideas was to stimulate childrens' interest in reading. A few moments of thought and preparation can make a world of difference.

Using picture books for story telling can be very effective with small groups of children. However, in a large group it might be difficult for all the children to see the small pictures. For that reason a film presentation can be much more effective. Also, slides can be prepared from the book illustrations for use with a particular story. The slide/book "kit" can then circulate throughout the system for storytelling. The same is true of flannel board materials. By exchanging materials, library personnel will have a greater variety available to them.

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[1] Huck, Charlotte S. Children's Literature in the Elementary School. 3rd. ed. updated. New York, Holt, Rinehart and Winston, 1979. p. 601.

[2] Ibid. p. 607

Occasionally a teacher does not choose to show the film version of a book for fear that the students viewing the film will loose interest in reading the book. However, while The Diary of Ann Frank might provide an unforgettable reading experience, the video cassette of the television production is an excellent means of introducing the whole subject of Holocaust literature (the literature about the Nazi persecutions during World War II) since a great many excellent children's and young adult books are now available on this subject.

Alan Garner's Stone Book and its sequels are likely to be better understood after viewing a film depicting the northern English countryside, just as a child might find a book on Grant or Lee more meaningful after seeing a film or filmstrip about the Civil War.

A "meet the author" encounter on filmstrip, video cassette (available from Temple University) or cassette is a delightful way to introduce students to the works of a particular author or illustrator. The filmstrip series, Getting Hooked on Books introduces a number of books on a particular theme---Adventure, Humor, Fantasy, etc. Literature for Children is also a sampling of literature by theme---from tall tales and mysteries to science fiction. The video cassette series, Something Good to Read, discusses books in a variety of literary areas.

It should be remembered, however, that all types of media should be evaluated in terms of the following:

- overall purpose
- quality of production
- integrity of treatment
- authenticity
- originality
- sensitive narration
- appeal to the age and interest of the intended audience.

Stories translated from book to film should retain the spirit of the original story but, at the same time, they should provide a new experience not provided by just reading the book, "The film must be judged as a unique art form and meet such criteria of technical excellence as clarity, good print quality, clear sound , and creative photography. Film viewing should be more than a passive experience; it should allow for dynamic interaction and involvement. A film, like a book, should promote some kind of creative response. The following types of films are useful in the literature program:

1. Art films which are complementary to the literature experience.
2. Informational films that can extend or serve as a background for a particular book.
3. Film versions of stories.
4. Films about authors, illustrators, and literature.[3]

"The mere presence of an excellent collection of audiovisual materials in the media center does not assure the use of that collection. However, since the primary purpose of the media center is to provide the best services and materials to facilitate learning for children, it is very important that library personnel do everything possible toward this end. Familiarity with the media and its use can help teachers to become more knowledgeable in the areas of literature study and in the techniques for effective use of media in the media center or classroom.[5]

---

[3] Ibid. p. 610.

[4] Polette, Nancy and Marjorie Hamlin. Reading Guidance in a Media Age. Metuchen. NJ, Scarecrow Press, 1975, p. 170.

[5] Ibid. p. 174.

MULTI-MEDIA FOR THE LITERATURE PROGRAM

A. Reading of a short story, tale or excerpt from a story and storytelling techniques.

Examples to use with students:
Anderson, Hans Christian. The Emperor's New Clothes and Other Tales. (Caedomon/cassette)

Kipling, Rudyard. Just So Stories and Other Tales. (Caedmon/cassette)

Lear, Edward. Nonsense Stories and Poems. (Caedmon/cassette)

Sandberg, Carl. Rootabaga Stories. (Caedmon/cassette)

For the Professional:

Storytelling video cassettes (New Mexico State Library, Media Co-ordinating Center)

B. A recording of a dramatizing or a full length novel:

Examples:
Anne Frank: The Dairy of a Young Girl read by Julie Harris (Spoken Arts/cassette)

Greene, Bette. Summer of My German Soldier. (Miller-Brody/cassette)

Lindgren, Astrid. Pippi Longstocking. (Viking/cassette)

Norton, Mary. The Borrowers. Read by Claire Bloom. (Caedmon/cassette)

Wojciechowska, Maia. Shadow of a Bull. (Miller-Brody/cassette)

C. The filmstrip version of a picture book.

Examples:
*Potter, Beatrix. The Tale of Peter Rabbit. (Weston Woods/filmstrip/cassette)

*Ransome, Arthur. The Fool of the World and the Flying Ship. (Weston Woods)

D. The filmstrip version of a folktale or legend.

Examples:
American Folk Heroes and Tall Tales. (Troll filmstrip/cassette)

American Indian Nature Legends. (Troll filmstrip/cassette)

Rib-Tickling American Folktales. (Troll filmstrips/cassettes)

E. Filmstrip that introduces a theme in literature.

Examples:
Reading for the fun of it:

Getting Hooked on Fantasy. (Guidance Associates/filmstrip/cassette)

Literature for Children: "Historial Fiction" (Pied Piper/filmstrip/cassette)

F. Films or filmstrip prrsenting background material.

Examples:
*European Mythology Series (BFA Educational Media)

*Protective Adaptation in Animals (Coronet)

G. "Meet the Author/Illustrator" filmstrip.

Example:
Beverely Cleary. (Miller-Brody/filmstrip/cassette)

H. Multi-media materials concerning books and the teaching of literature.

Examples to use with students:
Tracing a Legend: The Story of the Green Man. (Weston Woods/filmstrip/cassette)

How a Book is Made. (Media Plus Inc. dist. by Miller-Brody/filmstrip/cassette)

How a Picture Book is Made. (Weston Woods/filmstrip/cassette)

Morton Schindel: Voices from the Wilderness: The Art of Recording Children's Stories. (Weston Woods/cassette)

Wood and Linoleum Illustrations. (Weston Woods/filmstrip/cassette)

Examples for the professional:
Prelude: Series 1. "Bringing Books to Life Through Drama", by Virginia Reid. (CBC/cassette)

Prelude: Series 2. "Using Folklore as an Introduction to Other Cultures", by Anne Pellowski. (CBC/cassette)

"Children's Responses to Books", by Charlotte S. Huck. (CBC/cassette)

Prelude: Series 5. "Building Blocks of Language: The Word, The Story and The Book", by Bernice E. Cullinan (CBC/cassette)

I. Multi-media materials about poetry.

Examples to use with students:

Ciardi, John. What do You Know About Poetry? (Spoken Arts/cassette)

Favorite Poems to Read, See and Hear Series. (Troll/filmstrips/cassette)

Gathering of Great Poetry for Children. (Caedmon recording)

Golden Treasury of Children's Verse. (Spoken Arts recording)

Kuskin, Karla. Poetry Explained. (Weston Wood/filmstrip/cassette)

Literature for Children: Series 4 - Haiku, Descriptive Words, Sounds of Poetry, and Humorous Verse. (Pied Piper/filmstrip/cassette)

Pick a Peck o' Poems. (Miller-Brody filmstrip/cassette)

Examples for the professional:

*Prelude: Series 1. "Reading Poetry Aloud", by Sam Sebesta. (CBC/cassette)

Prelude: Series 2. "Enjoying Poetry with Children", by Leland B. Jacobs. (CBC/cassette)

Prelude: Series 5. "Selecting Poetry for Young People", by Myra Cohn Libingston. (CBC/cassette)

PLEASE NOTE: The filmstrip versions of books (other than picture books) have not been included on the list because "only a very condensed version of the story can be presented in the manner of a rewritten classic, thus destroying the quality of the writing...."

Unit 18

Name________________

Date________________

MULTI-MEDIA EXERCISE

1. List several types of media that might be useful in the literature program.

2. List four ways in which effectively selected media may be used to extend and enrich the literature program (as well as other areas of the curriculum).

3. List five important criteria to be considered when selecting a film or filmstrip for viewing or purchase.

4. What is the purpose of using non-print materials in a literature program?

Unit 18

Name____________________

Date____________________

LISTENING AND VIEWING LIST

1. A reading of a short story, exerpt from a story or a poetry selection.

2. A recording of a dramatization of a full length novel.

3. The filmstrip version of a picture book.

4. The filmstrip version of a folktale or legend.

5. A filmstrip that introduces a theme in literature.

6. Film or filmstrips presenting background material.

7. "Meet the Author/Illustrator" filmstrip.

8. Multi-media materials concerning books and the teaching of literature
   For the students:

   For use by professionals:

9. Multi-media materials about poetry.
   For the students:

   For use by professionals:

APPENDIX

APPENDIX 1

SCHOOL LIBRARY MEDIA SERVICES HANDBOOK

ORANGE COUNTY
SCHOOL LIBRARY MEDIA COORDINATORS

THIRD EDITION
1978

ORANGE COUNTY DEPARTMENT OF EDUCATION
1300 S. GRAND AVENUE, BLDG. B
SANTA ANA, CALIFORNIA

Additional copies of this handbook
may be obtained from

Publication Sales
Orange County Department of Education
Post Office Box 11846
1300 South Grand Avenue
Santa Ana, California 92711

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SCHOOL LIBRARY MEDIA SERVICES HANDBOOK

Section IV

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TYPES OF EQUIPMENT

Audio-visual equipment is often referred to as hardware and the learning materials used with the equipment are called software. Listed below are various types of hardware together with the type of software to be used with each.

HARDWARE	SOFTWARE
Audio Equipment:	
record player	disc recording
cassette tape recorder	cassette
reel-to-reel tape recorder	1/4" recording tape on reel
public address system	
radio	
listening post, listening station, headsets earphones	
Projectors and Viewers:	
16 mm projector	16 mm film
filmstrip projector	filmstrip (35 mm)
filmstrip viewer(contains own screen)	filmstrip (35 mm)
sound filmstrip projector or viewer	filmstrip and record or filmstrip and cassette
slide projector or viewer	35 mm slides
overhead projector	transparency
opaque projector	any flat printed material

(continued on next page)

8 mm silent loop projector	8 mm silent loop
super 8 mm silent loop projector	super 8 mm silent loop
supper 8 mm sound loop projector	super 8 mm sound loop
standard 8 mm projector	8 mm film (roll)
microfilm projector	microfilm
microfiche projector	microfiche

Miscellaneous

video equipment	videotapes/videocassettes
Kodak visualmaker	unexposed film
camera, instamatic or 35 mm	unexposed film
dry mount press	dry mount tissue laminating film
laminator	laminating film
thermal reproduction machine	spirit masters, transparency film masters, paper
ditto machine	
language master or other card reader	audiocards

GENERAL PROCEDURES FOR USE OF EQUIPMENT

Identification and Inventory

Each piece of equipment should have a school number printed on the outside for identification purposes. Equipment inventory cards should list pieces by type and number and may also provide the serial number. Purchase information--source, price and date--should also be shown. This information may be very useful in assessing whether to repair or discard an item.

Responsibilities of Assistants or Aides

Depending on the policies of the district and on the training provided in the operation and use of hardware and software, aides may:

- deliver and set up equipment and materials for use.
- deliver and operate equipment for use.
- pick up and deliver equipment and materials.
- assist in instruction of the use of materials and equipment.
- replace lamps in equipment.
- inventory supplies and suggest needs for purchase.
- assist in dry mounting, laminating, and the production of audio-visual materials, such as transparencies, filmstrips, slide tape presentations, and recording on cassettes and tapes.

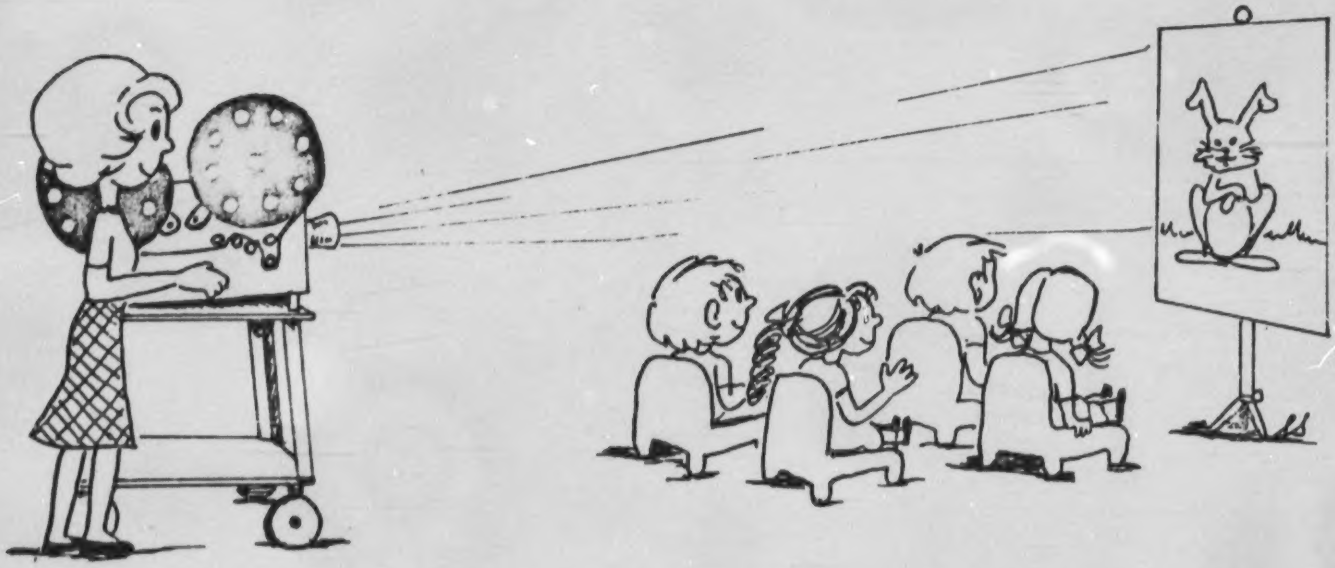
Repair of Equipment

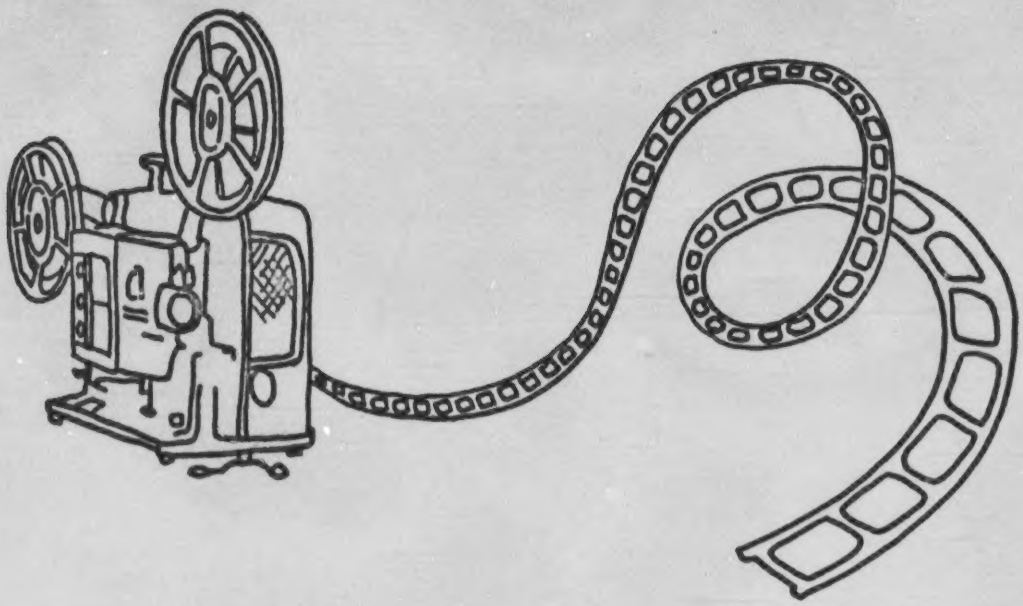
This should be done by trained personnel. District practice will vary, but a multiple copy repair form is a good way to track frequency and cost of repairs.

Write your district's procedures here.

Tips for Good Projection

1. Follow the specific directions for the type and model of equipment you are using.
2. To avoid accidents always loop the extension cord around the table leg before plugging into the projector.
3. Clean lens often with a clean, soft, lint free cloth or commerical lens cleaner and pads.
4. Be sure you have the correct equipment for the type of material you are going to use.
5. Practice using the material with the equipment before actual presentation.
6. Do not splice broken film with tape or clips. Leave the broken ends loose. Attach a note to inform your film service of break or damage. Return all pieces of broken film.





16 MM PROJECTOR

Notes on Operating:

1. Follow the specific directions for the type and model of equipment you are using.
2. Follow the diagram for threading the machine.
3. Be certain that the take-up-reel is large enough.
4. Be sure that both reels are completely and firmly attached to the machine.
5. Handle film only on leader or edges of film and do not let film touch the floor.
6. When using the automatic threader don't snip large amounts off leader.
7. If the image starts to jitter and the projector chatter, remake the lower loop with the "system restorer" or "loop resetter."
8. If unable to reestablish steady picture and sound, shut off the projector and seek help. To allow it to continue running will damage film.

Projection Adjustments

FRAMER - If either the top or bottom of the picture is cut off, adjust framer knob to vertically align the picture on the screen.

FOCUS - As soon as the picture appears on the screen adjust focus knob for sharp picture.

LOOPS - Torn perforations or bad splices will sometimes cause a loss of lower loop below the film gate.

FILM DAMAGE - If an unduly large portion of film is damaged, the projector should be turned off immediately.

VOLUME AND TONE CONTROL - While film is threading automatically through projector, turn volume switch on and keep sound level low. When title appears, turn up sound to comfortable listening level. Adjust tone control to suit room accoustics.

Simple Maintenance

REPLACING THE PROJECTION LAMP

1. Turn off projector and disconnect cord.
2. Remove lamp house.
3. If lamp is still hot use a glove or cloth on lamp base.
4. Insert new lamp.
5. Replace lamp house.

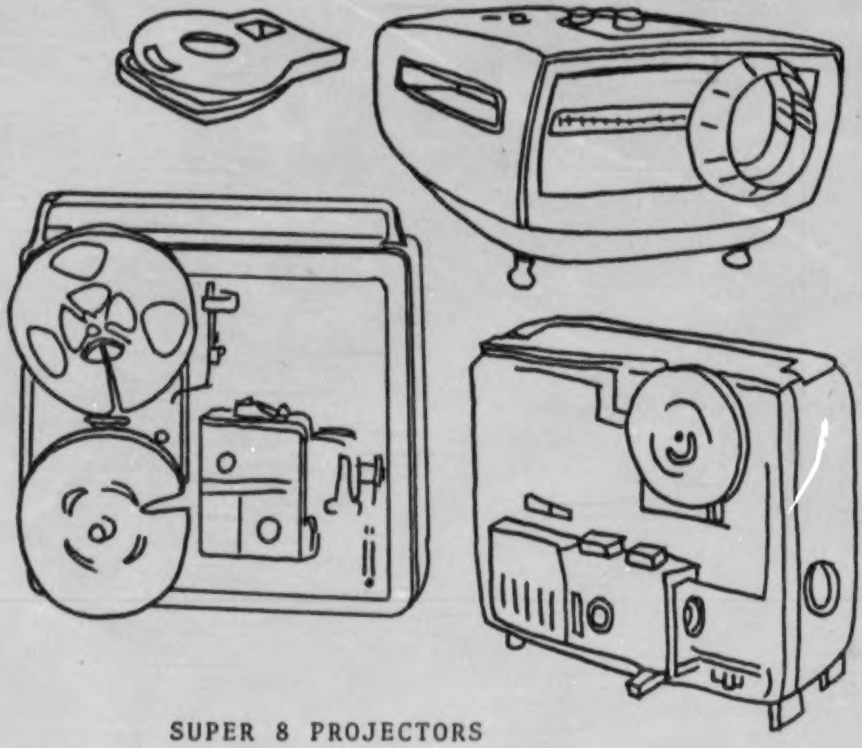
REPLACING THE EXCITER LAMP

1. Projector should be OFF.
2. Insert new exciter lamp. Observe the keyway carefully. It will only go in one way and is usually very tight.
3. Replace exciter lamp cover.

INTERNAL PROJECTOR SERVICING - It is recommended that you *do not* remove the back cover on the projector. All parts used in the projector should be serviced by the District Maintenance Department.

Trouble Shooting

TROUBLE	CHECK LIST
1. Projector will not operate.	. Is cord properly connected to receptacle? . Test current outlet with other device known to be in working order to see if current is reaching outlet.
2. Film does not thread.	. Check projector threading directions for lever and switch positions required. . Is film leader in good condition?
3. No picture appears on screen.	. Is motor-lamp-switch in "lamp" position? . Is projector lamp burned out? If so, replace with another of correct voltage and wattage.
4. Picture brilliance seems inadequate.	. Can room be darkened further or picture size reduced so as to make picture seem brighter? . Is projection lens clean? . Effective lamp life sometimes may end before lamp actually burns out. Replace lamp if necessary.
5. Exciter lamp does not light, and no sound is heard from speaker.	. Is volume switch in the "On" position . Is projector in forward operating position? . Is exciter lamp burned out? If so, replace lamp.
6. Exciter lamp lights, but no sound comes from speaker.	. Does advancing the volume control help? . Is film threaded properly?
7. Sound volume is not adequate.	. Have you advanced volume control to maximum position? . Is exciter lamp filament damaged? If so, replace lamp.
8. Sound quality is unsatisfactory.	. Is film tight around sound drum? . Have you tried the remedies previously suggested for inadequate sound volume?



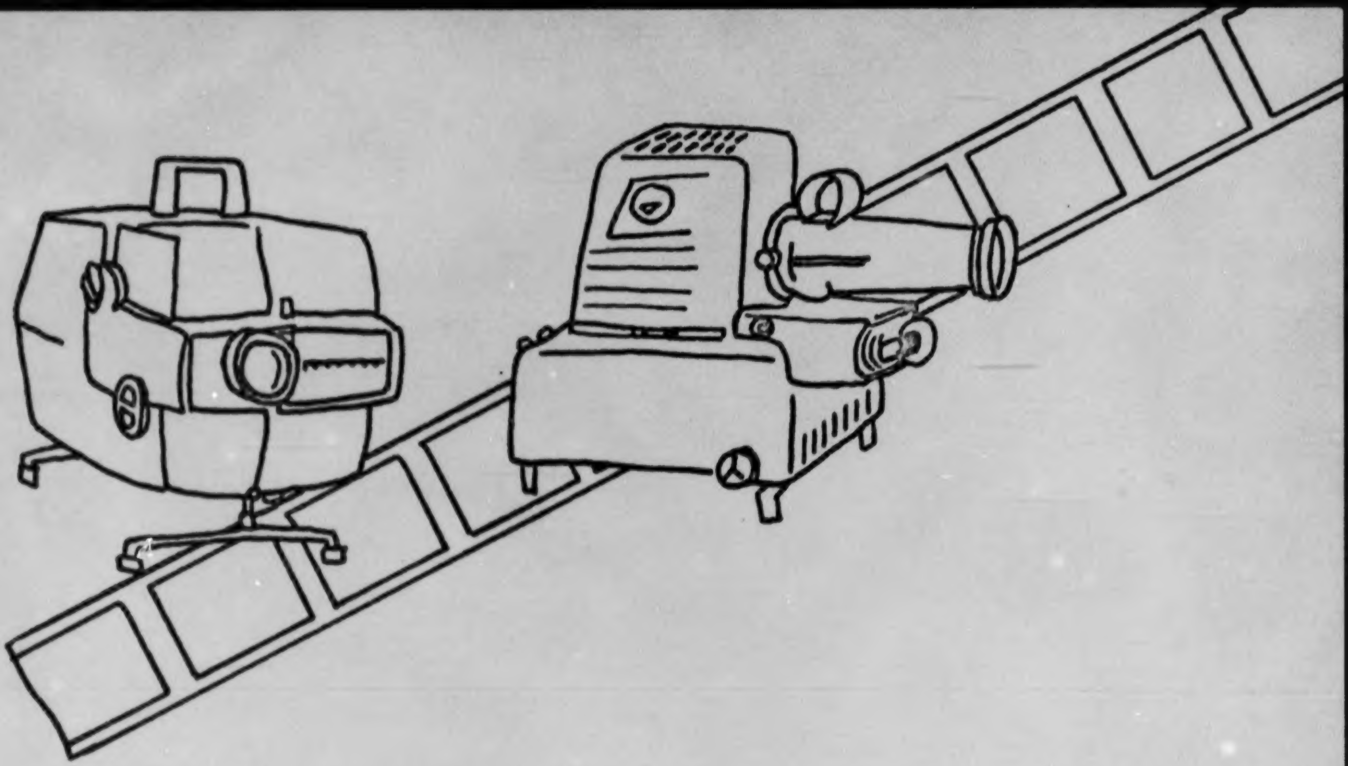
SUPER 8 PROJECTORS

There are many types of 8mm and super 8mm projectors. It is important to check the operating instructions for the specific type you have. The software for one type can seldom be used on another type of equipment.

The major categories are:

- Reel to reel-manual threading (silent & sound)
- Reel to reel-automatic threading (silent & sound)
- Cartridge-silent-endless loop (Technicolor)
- Cartridge-silent-rewind (Kodak)
- Cartridge-sound (optical) endless loop
- Cartridge-sound (magnetic) rewind

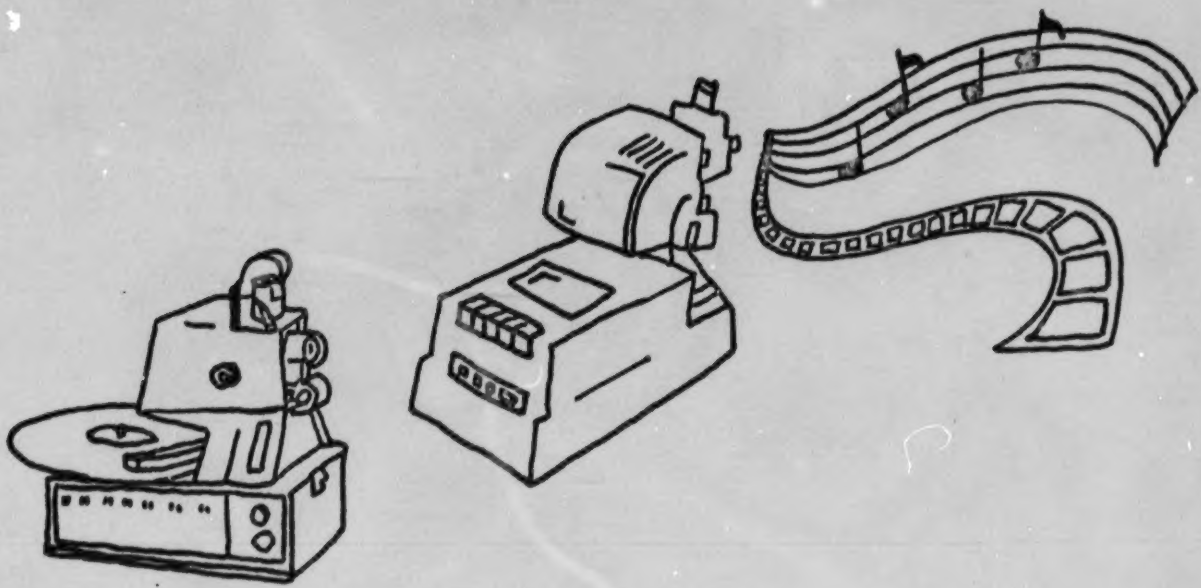
Remember the items above are generally non-compatible from one piece of equipment to the other.



FILMSTRIP PROJECTOR

Notes on Operating:

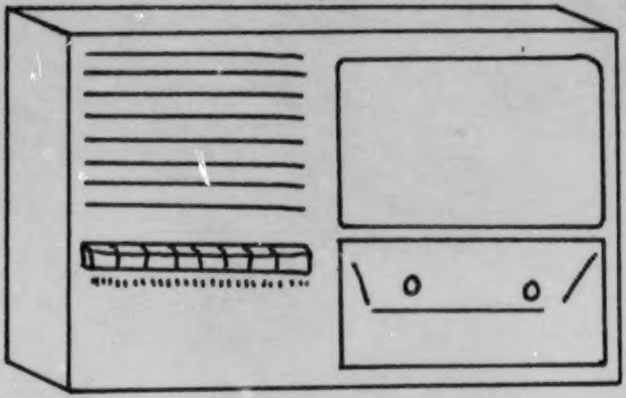
1. Check filmstrip to see if it is correctly inserted.
2. Adjust distance and tilt to properly align image on screen.
3. Focus picture by rotating the lens or "focus" knob.
4. Adjust "framing" so one full image is visible and each successive image frame centers properly. (If no controls are marked, it may be necessary to push in and turn film advance knob, or to adjust a concentric ring or lever connected to the film advance knob. Check equipment directions.)
5. LAMP REPLACEMENT - If a lamp burns out, place the power switch in the "cool" position. Allow the lamp to cool, then turn projector "off" and remove line cord from outlet. Remove lamp from socket by hand. Use glove or cloth if lamp is still warm. Set new lamp into socket.



SOUND FILMSTRIP PROJECTOR

Notes on Operating:

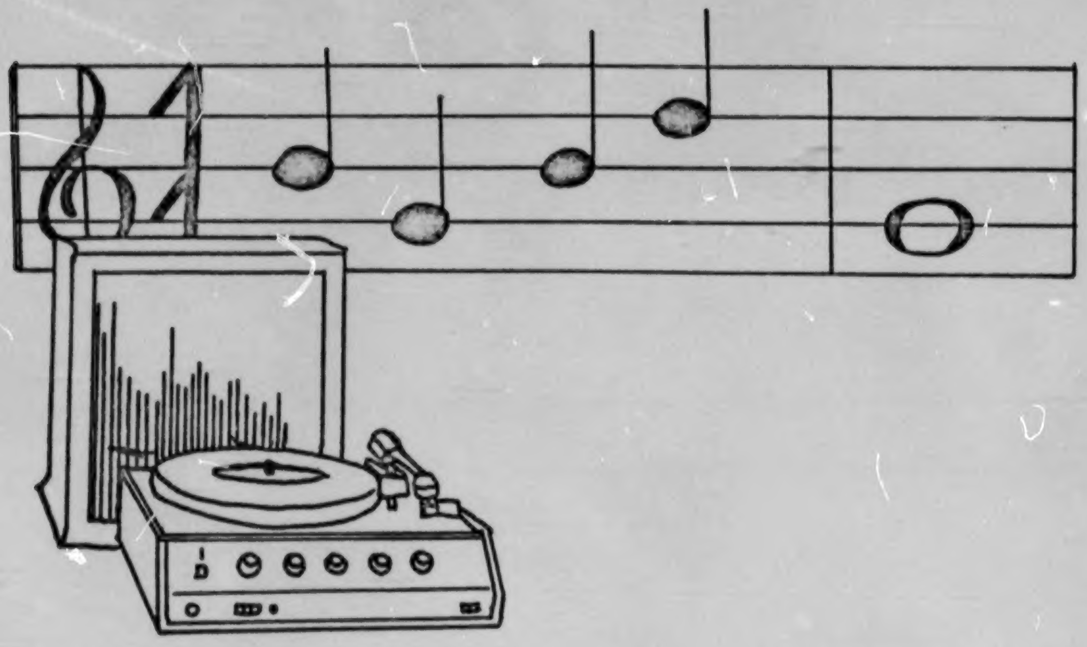
1. Follow specific instructions for the type and model of equipment you are using. There are so many variations, general directions would serve little purpose.
2. Insert the filmstrip correctly.
3. Synchronize record or cassette with proper frame. Specific directions are usually on the focus frame of the filmstrip.



SOUND FILMSTRIP VIEWER

Notes on Operating:

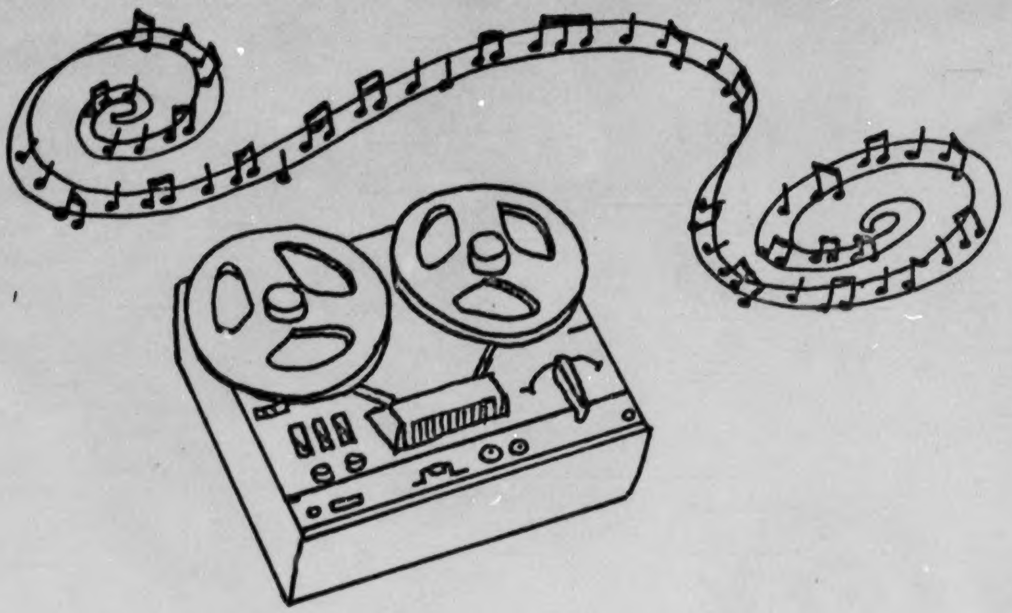
1. Follow specific instructions for the type and model of equipment you are using.
2. Check to see that the end of the filmstrip is cut squarely so the filmstrip goes in evenly.
3. Insert the filmstrip from top to bottom.
4. Insert the cassette and synchronize with the starting frame of the filmstrip.



RECORD PLAYER

Notes on Operating:

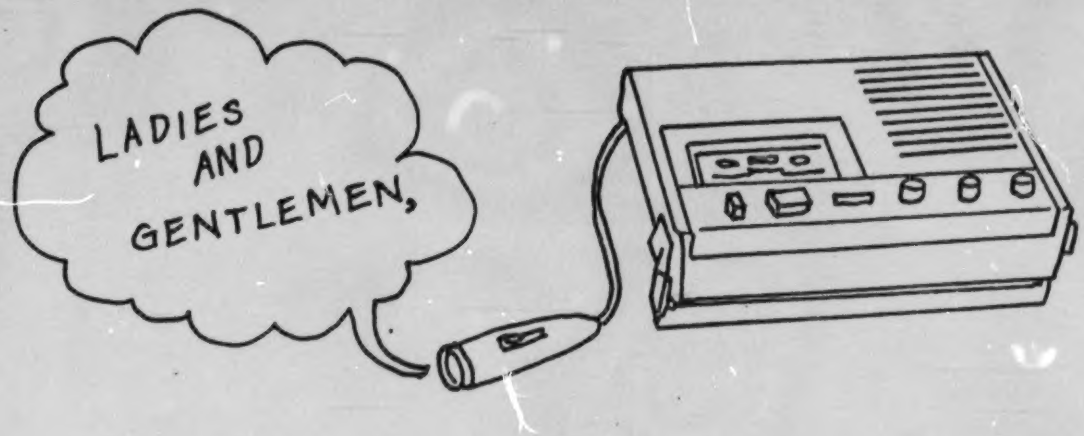
1. Set turn table for proper speed.
2. Check for proper needle. Long playing 33 1/3 and 45 RPM records use a fine needle. 78 RPM records use a standard needle. Select carefully to avoid damage of equipment and records.
3. Turn on power. If there is no indication of operation, check to see if plug is in securely. If turntable does not turn, check for a "pause" control.
4. Lower needle gently; never drop the needle on the record.
5. When finished, protect the needle by securing the phonograph arm before closing the lid.
6. Keep record player away from direct sunlight or heat to avoid heat damage.



TAPE RECORDER

Notes on Operating:

1. Be sure take-up reel is large enough to receive the tape.
2. When recording, move counter to zero position before starting to record.
3. When specific information is needed, make a notation of the counter number on the machine.
4. Turn function control to record or press record button while pressing down on record lock control.
5. Adjust recording level. Check specific directions for machine. Most will have a VU meter or flashing light to indicate recording levels. Avoid over-recording, as poor quality sound is the result.
6. Do not replace microphone in its well or place on the same table with recorder as the microphone is sensitive to vibrations of the recorder motors.
7. Use only the proper splicing tape when splicing this tape. Regular tapes will bleed excess adhesive and damage your tape, possibly jamming the machine.



CASSETTE TAPE RECORDER

Notes on Operating:

1. *Levers and controls*. (These may be keys or buttons or on a rotary control.)

   Play key. Starts tape and activates playback circuit.

   Record key. Starts tape and activates recording circuit. Record and play button must be pushed simultaneously to make a recording.

   Stop key. Stops tape travel from *play* or *record* modes, automatically disengaging recording circuits.

   Volume control. Controls both recording and playback volume.

   Fast forward.

   Rewind.

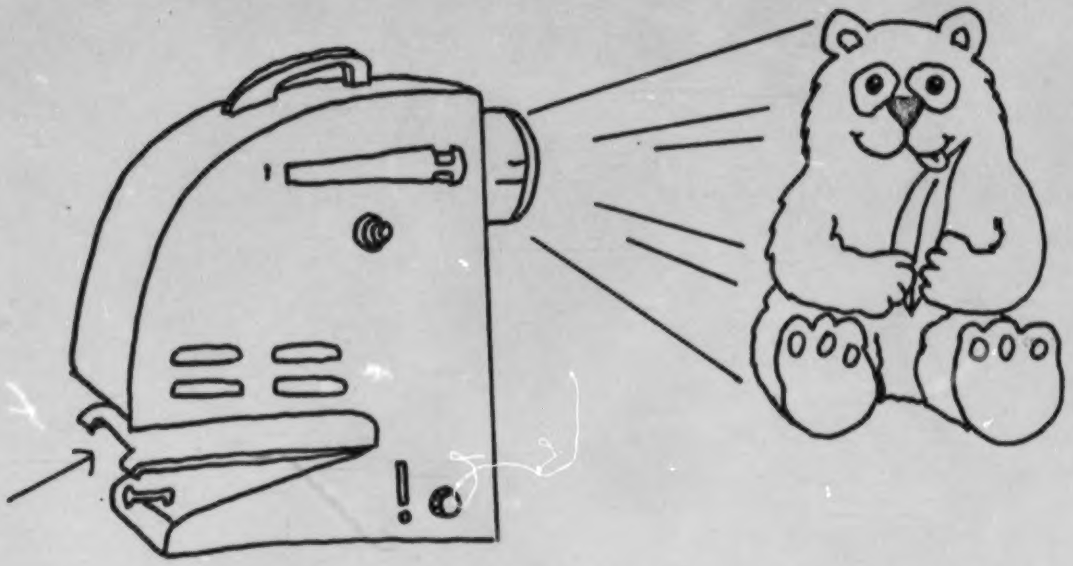
2. Check microphone on/off switch; many machines must be "on" to play as well as to record.

3. If tape breaks, do not try to repair. Refer to proper person.

4. Be certain that "stop" button is depressed at all times before any change forward or backward is made.

5. Turn on "play" and adjust volume.

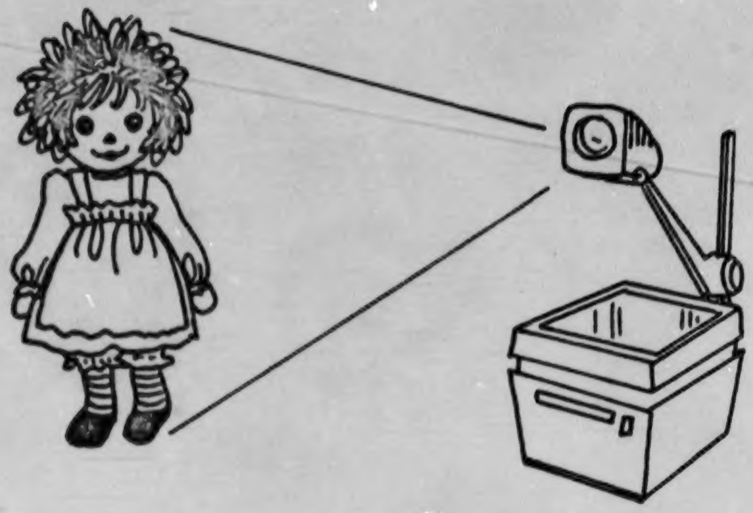
6. To play back your recording, rewind tapes to desired point. Press stop button and then turn on play. Most recorders have a "monitor" switch to turn off the speakers during record to allow microphone recording without feedback. Check the position of this switch if there is no sound during playback.



OPAQUE PROJECTOR

Notes on Operating:

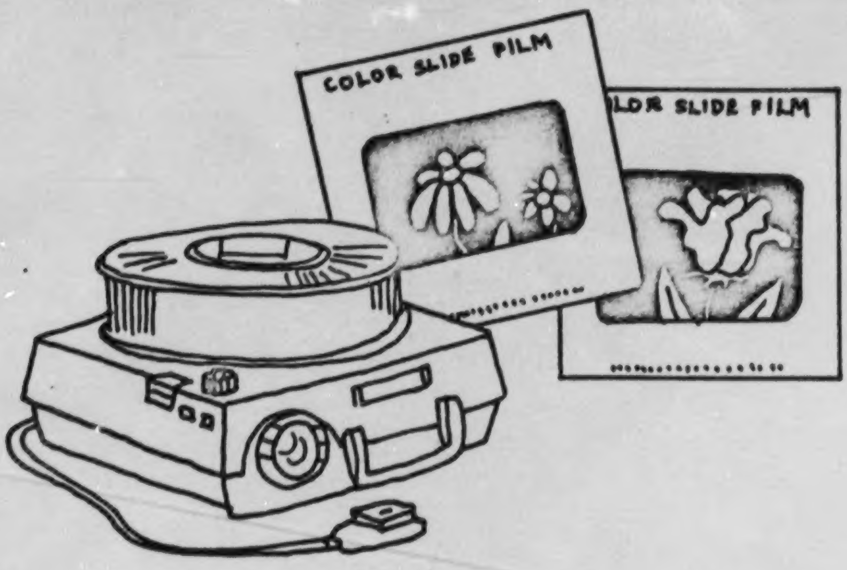
1. Use for the shortest time possible.
2. Avoid over-heating the visual print.
3. After use, move switch to fan position and allow fan to run until cool. When machine is cool, turn to "off" position.
4. Requires a very dark room.



OVERHEAD PROJECTOR

Notes on Operating:

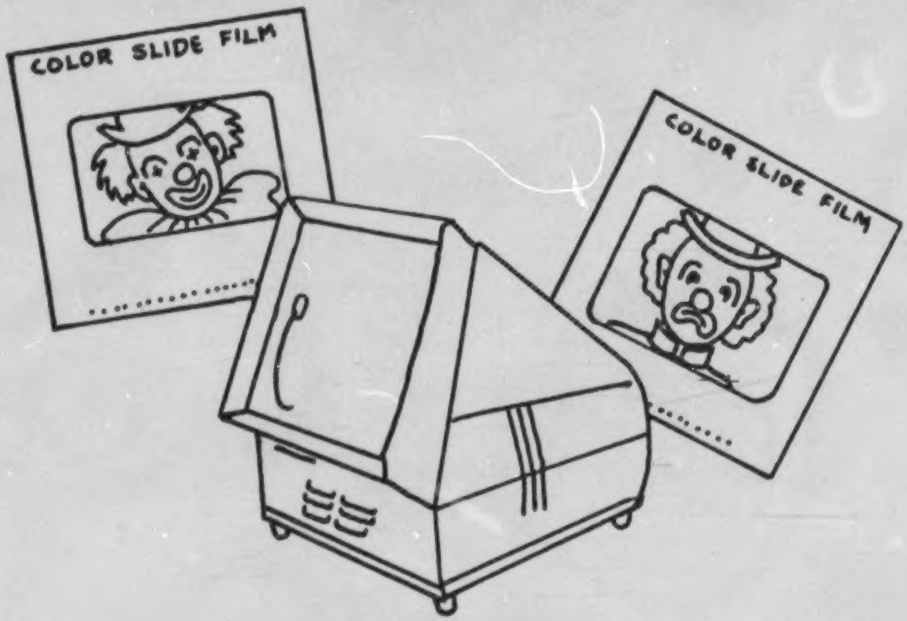
1. Check for adequate extension cords.
2. Turn overhead projector on.
3. Place transparency on the glass and focus on the screen.
4. After use, move switch to fan position and allow fan to run until cool. When machine is cool, turn to "off" position.
5. Some machines have an automatic thermal turnoff switch and fan will continue to run when switched off. Machine will turn off when cool.
6. Do not move until lamp is cool; lamps are very fragile when hot.
7. Keep stage covered when not in use to prevent scratching.



SLIDE PROJECTOR

Notes on Operating:

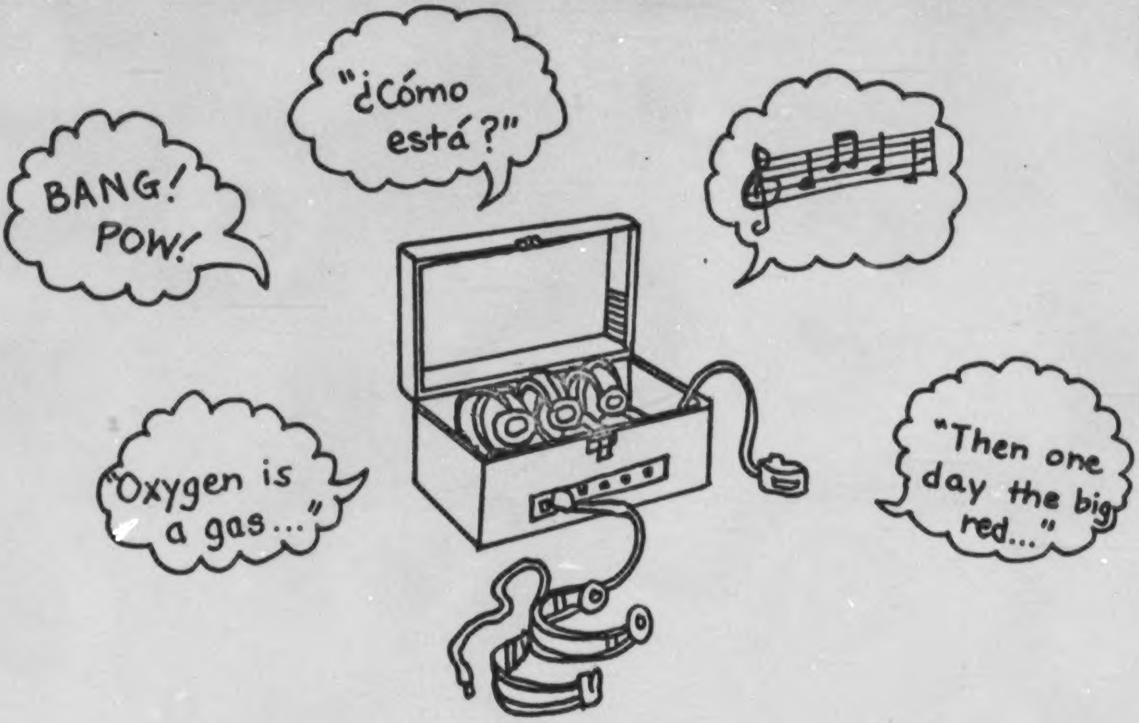
1. Follow the specific direction for the type and model of equipment you are using.
2. Some cords may be stored inside of machine.
3. Remote control cord may be included.
4. All rotary trays are not interchangeable, (i.e., Kodak and Sawyers). Place rotary slide tray on projector with "O" slide position at the projection position.
5. Check slides so they will project right side up. Slides should be placed into carrier upside down for proper projection.
6. Never force a slide if it doesn't move properly; stop and investigate. If slide edges are burred or slide bent it will not drop into projection position.
7. Turn off lamp but leave fan switch on until lamp and housing are cooled.


COLOR SLIDE FILM
COLOR SLIDE FILM

SLIDE VIEWER

Notes on Operating:

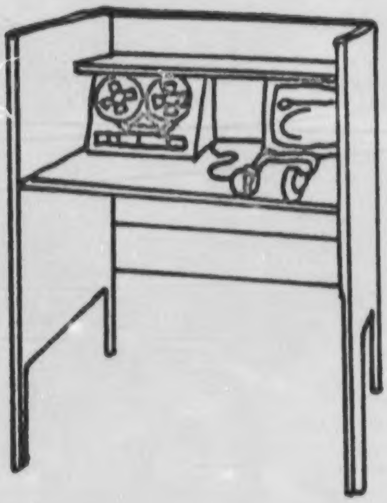
1. Turn to "on" position.
2. Place slide in upside down position to project.
3. Dog-eared slides often "jam." Use care when inserting slides.
4. Don't insert objects into projector to force slides free if slide does not eject.


BANG! POW!
"¿Cómo está?"
"Oxygen is a gas..."
"Then one day the big red..."

LISTENING POST

Notes on Operating:

1. Plug jack into audio source (tape player, phonograph, etc).
2. Plug individual headset jacks to listening post.
3. Adjust volume.



CARREL

Notes on Operating:

1. Usually, carrels contain standard equipment already covered in the other sections of this handbook. Check the operation of each applicable piece.
2. Some sophisticated carrels contain video equipment. Check video operation instructions carefully in operating manual.

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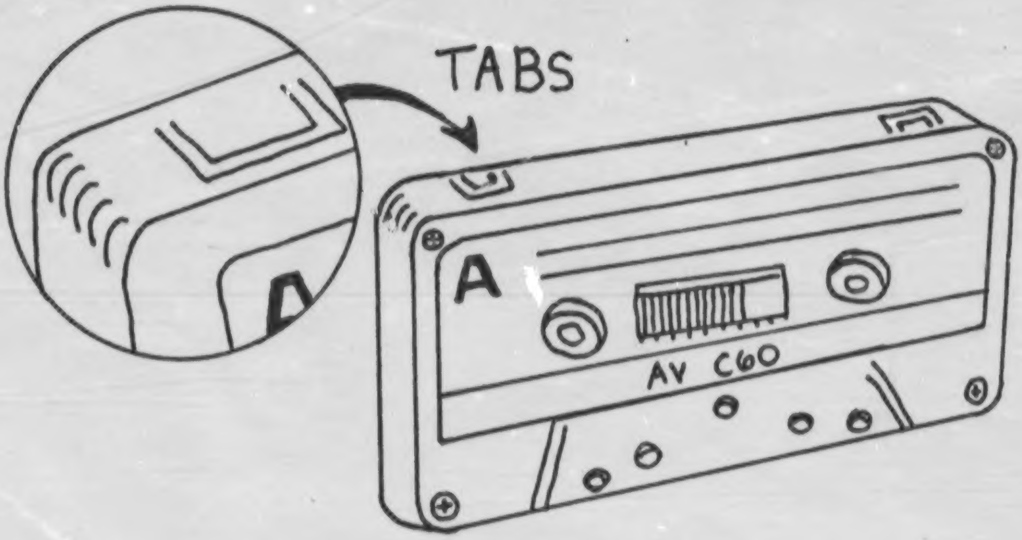


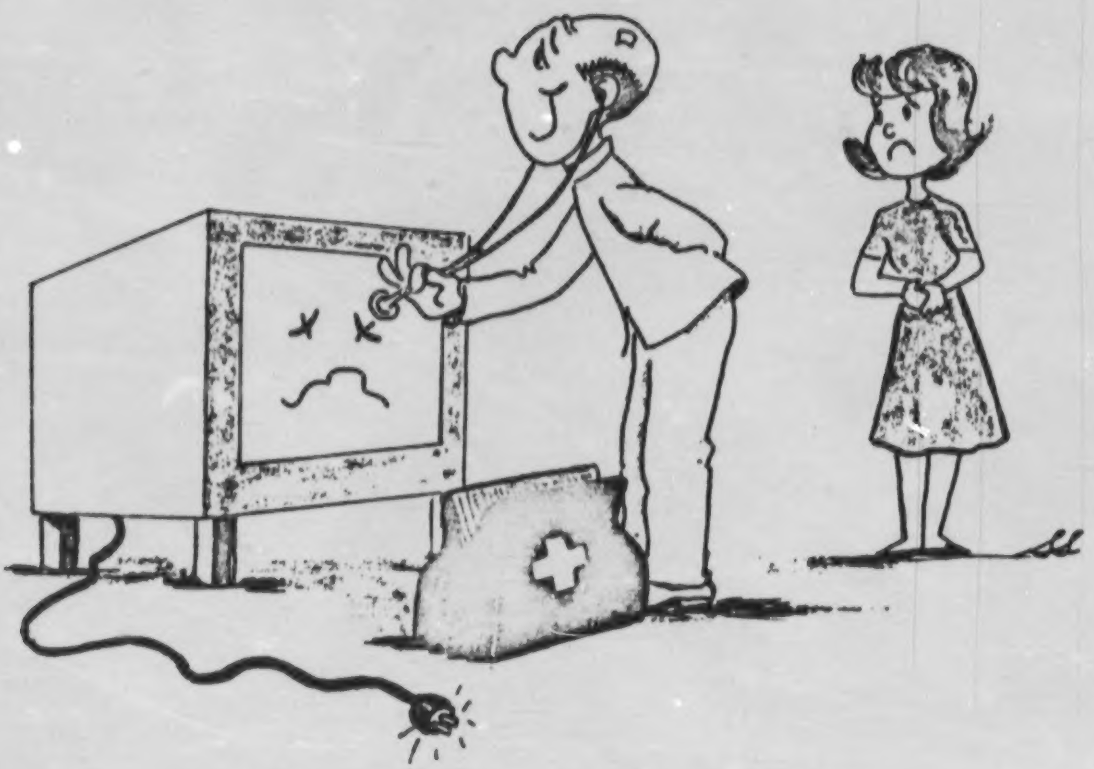
CASSETTES

Helpful Hints

When the same cassette has been played several times, tap it on a table before inserting it because some are wound too tightly.

How to Prevent Erasing

The cassette has two tabs as shown in the figure above. If you wish to keep the recorded material on the tape, push and break the tabs by using a ball point pen. When the tabs have been broken off, the record button will not engage, preventing accidental erasing. When only one track is to be saved, place this track facing up with the tape toward you.



First rule for checking malfunctioning equipment: PLUG IT IN!

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Programs are available with Student Profile Cards to keep on file in the media center, with Student Proficiency Cards for students to carry in their wallets, and with A-V Operator's Licenses to award students who complete the program.

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Filmstrip Viewer
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Super 8 Film Loop Projector
78271-2 Each two-part packet 21.96

Overhead Projector
78272-0 Each one-part packet 10.98

35mm Filmstrip Projector
Choose one:
78273-9 Standard
78274-7 Singer Graflex
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16mm Film Projector
Choose one:
78275-5 Bell & Howell #550
78276-3 Bell & Howell #1552B
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Slide Attachment for 35mm Filmstrip Projector
Choose one:
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78283-6 Singer Graflex
Each one-part packet 10.98

Additional Pack of Student Profile Cards
(Free if you order the entire program, **78287-9**)
78284-4 Each pack of 250 cards 10.98

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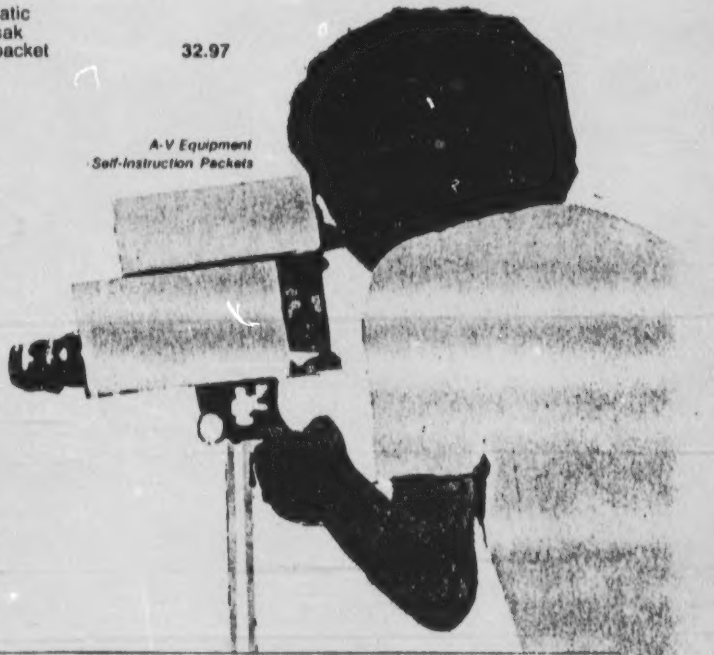

A-V Equipment Self-Instruction Packets

Random House/Miller-Brody/Newbery
Media for Library and Classroom
1981 K-12 Catalog

RANDOM HOUSE SCHOOL DIVISION
Department 218AB
400 Hahn Road
Westminster, Maryland 21157

EXPANDING LITERARY HORIZONS FOR CHILDREN

A TRAINING MANUAL FOR ELEMENTARY SCHOOL LIBRARY AIDES

SECTION III

Special Needs of Children

ESEA TITLE IV PART C

GADSDEN INDEPENDENT SCHOOL DISTRICT
P.O. BOX DRAWER 70
ANTHONY, NEW MEXICO 88021

The following articles are reprinted with permission from *School Library Journal*, published by R. R. Bowker (a Xerox Company):

Bush, Margaret, "Books for Children Who Cannot See the Printed Page". *SLJ*, Bol. 26 (April, 1980) pp. 28-31

Dresang, Eliza T. "There Are No Other Children: Special Children in Library Media Centers", *SLJ*, Vol. 24 (September, 1977), pp. 19-23.

Henne, John F., "Serving Visually Handicapped Children". *SLJ*, Vol. 25 (December, 1978), pp. 36-37.

Metcalf, Mary Jane, "Helping Hearing Impaired Students", *SLJ*, Vol. 25 (January, 1979), pp. 28-31.

EXPANDING LITERARY HORIZONS FOR CHILDREN:
A Training Manual for Elementary School
Library Aides - Prepared under an ESEA Title IV-C Grant.

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Gadsden Independent School District
P.O. Box Drawer 70
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EXPANDING LITERARY

HORIZONS FOR

CHILDREN

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Special Needs of Children

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PREFACE

It is the intent of the Gadsden Independent School District to improve the quality of library services so that it more fully meets the needs of children through its curriculum. A good library program includes appropriate materials in science, social studies, reading and literature to meet the needs of students reading at the various grade levels.

Traditionally, para-professional library aides are responsible for each library-media center. Therefore, there is a definite need for training of the aides. Each aide needs knowledge of general reference materials in order to help students with their research requirements and reports. They also need to become familiar with children's literature in order to help students find books that they can read and enjoy. Instruction is necessary to improve storytelling techniques and group presentations.

Several aides audited a college course in children's literature at the University of Texas at El Paso. It became evident that in-service training would be necessary so that all aides could have the benefit of instruction tailored to their specific requirements. It also became apparent that in this "audiovisual age", the library staff must be able to approach literature and other subjects with multi-media presentations.

In the Spring of 1978, a proposal "Expanding the Literary Horizons of Children" was developed by Jeanne Barck (Director of Federal Projects) and Helen Goodman (Elementary Library Coordinator). It was submitted and approved for an ESEA Title IV-C innovative grant.

During the first year, workshops on children's literature and storytelling were presented by Jean Stevens (Children's Librarian, Branigan Library, Las Cruces), and Helen Goodman (Elementary Library Coordinator, Gadsden Independent School District). The results of this initial training were excellent. For the most part, the aides showed a marked increase in their knowledge of children's literature and storytelling skills.

During the following year, the project was expanded to include the needs of more children. A second proposal, "Meeting the Special Needs of Children", was developed to deal with the teaching of library and reference skills and to serve children with special abilities and handicaps. The second year's project was coordinated by Pat Lobdell (Title IV-C Librarian), who conducted presentations on the following topics given by specialists in their fields:

Gifted/Talented Students	Susan Dyche, Teacher of Gifted/Talented, Las Cruces School District
Visually Handicapped Students	Wanda West, Librarian, New Mexico School for the Visually Handicapped (Alamogordo, New Mexico)
Hearing Impaired Students	Bilye Norwall, Teacher of Hearing Impaired, Las Cruces School District
Physically Handicapped Students	Marilyn Esser, Teacher of Physically Handicapped, Las Cruces School District and Aurelia Alvarez-Nelson, Regist. Physical Therapist, Las Cruces School District
Mentally Handicapped Students Behaviorally Disordered Students Communication Disordered Students Learning Disabled Students	Patty Myers, Diagnostician for Special Education, Gadsden Independent School District

While coordinating the second year of workshops, Mrs. Lobdell, under the direction of Herb Torres (Director of Federal Programs-1979-80), began to develop a manual and resource kit based on the workshops that had been presented during the first and second years of the project.

During the third and final year of the grant, under the direction of Enrique Gallegos (Director of Federal Programs) and conducted by Mary Ann Plaut (Title IV-C Librarian) this in-service training manual for elementary school library aides was field-tested in Silver City, New Mexico, Bayard, New Mexico and Gadsden Independent School District with three new library aides.

Several specialists read the manuscript and contributed valuable suggestions. They included Ruth A. Velleman (Library Director, Human Resources School, Albertson, New York), Ann Bennett (Librarian, New Mexico School for the Deaf), Betsy F. McGuckin (Elementary Supervisory Librarian, Las Cruces School District), and Linda Rivera (Elementary Librarian, El Paso Public Schools).

Changes and revisions were made as a result of the field test. Both Alicia Martinez (Consultant, Las Cruces) and Niki Delgado (Home/School Specialist for OPTICS Program, Gadsden Independent School District) provided invaluable assistance in the final format and editing of the manual.

The illustrations used in this manual are the work of students from Anthony Elementary School (Gadsden Independent School District), many of whom were in Special Education classes. These illustrations were assembled and arranged under the direction of Lupe Lowenberg, art teacher at Gadsden High School.

In the Spring of 1981, this training manual was validated by the New Mexico State Department of Education.

Special thanks are extended to Helen Goodman for her guidance throughout the different phases of the project, and to Rosalinda Reyes and Margie Ortega who spent endless hours of their personal time in the typing of this manual.

In the spirit of continual innovations in education, it is our pleasure to share with you the history, development and potential of this manual. We are more than willing to assist you in implementing effective programs for the children of your schools.

Manuel X. Aguilar
Superintendent
Gadsden Independent School District

RESOURCE LIST

SECTION III - MEETING THE SPECIAL NEEDS OF CHILDREN

UNIT	BOOKS AND PAMPHLETS	AV MATERIALS
Unit 19: Library Services for the Slow Learner	Baskin and Harris, Special Child in the Library. Spache, Good Reading for Poor Readers	
Unit 20: Library Service for Gifted and Talented Students	Baskin and Harris, Special Child in the Library. Baskin and Harris, Books for the Gifted Child. The Library is My Best Friend (pamphlet)	What's So Great About Being Smart, Understanding Differences series, Learning Tree filmstrips)
Unit 21: Library Services for the Visually Handicapped	Baskin and Harris, Special Child in the Library.	I Am Blind (Why Am I Different series, Barr films)
Unit 22: Library Services for the Hearing Impaired	Baskin and Harris, Special Child in the Library	I Am Deaf (Why Am I Different series, Barr films)
Unit 23: Library Services for the Physically Handicapped	Baskin and Harris, Special Child in the Library	I Can't Run (Why Am I Different series, Barr films)
Unit 24: Library Services for the Mentally Handicapped	Baskin and Harris. Special Child in the Library	I Am Different (Why Am I Different series, Barr films)
Unit 25: Library Services for Children with Other Handicapping Conditions that Inhibit Learning	Baskin and Harris, Special Child in the Library	

INTRODUCTION:

All photos: Ronald Austin Madison, Metropolitan School District

by Eliza T. D

"There are no *other* children"

DAVID IS SIX YEARS OLD. He is deaf, severely retarded, emotionally disturbed, and he spent the first three years of his life locked in a darkened room. A fictional character in a tale from the distant past? No. David is a real child, now living in Madison, Wisconsin with a foster mother and father who love him very much. He attends the Lapham elementary school enjoys learning in a classroom with an experienced teacher, joins in playground games with 350 other handicapped and nonhandicapped children, and makes a weekly trip to the media center. David happens to live in one of the states and school districts that has led the way in the education of exceptional children.

The Exceptional Education Law, which became effective in Wisconsin on August 9, 1973, was a forerunner of the national Education of All Handicapped Children Act (PL 94-142), passed in the fall of 1975, and slated to become effective by 1978. These laws mandate that handicapped children with exceptional educational needs be educated in the least restrictive environment. The application of these laws means that many children who formerly received no public education or were segregated in separate buildings are now attending school with "typical" children and, as much as possible, are integrated into regular classrooms. (For a more detailed explanation of PL 94-142 see "We Can Grow," *School Library Journal*, May 1977, p.44 and *Early Years*, May 1977, p.35-73).

In the fall of 1976, Lapham Elementary School was singled out by the National Association for Retarded Citizens as one site for the filming of *The Great Yellow Schooner to Byzantium*, which the association has distributed nationally without charge, as part of its effort to increase awareness of what can be done when administrators, teachers, and students work together to provide the optimum education for everyone. (The "Great Yellow Schooner" is a school bus and "Byzantium" is a place where, according to the poet Yeats, everyone reaches his or her highest potential in life.) The handicaps of the 100 "special" students at Lapham may be physical, cognitive, or emotional and are recognized as only a part of the total makeup of each child. Much effort is put into emphasizing the unique abilities and meeting the individual needs of all children in the school.

Because abilities, not disabilities, are accentuated at Lapham, "labels" of various children are referred to as seldom as possible. Terms like "mentally retarded," "physically handicapped," or "learning disabled" tell us very little about a child. Labeling promotes damaging stereotypes whether it concerns racial, sexual, or handicapped groups. (See the article by Glen G. Foster and John Salvia in *The Exceptional Child*, May 1977, p.533-34.) I have applied labels sparingly in this article, and the ones I have used here should not be taken as terms that attempt to pinpoint specific personalities or abilities. Also, my use of the terms "special" or "exceptional" does not apply to gifted children.

Before late summer 1974, when I was hired as director of the Instructional Materials Center (IMC) at Lapham, I had had little experience in dealing with handicapped people. I once taught French to blind students, but never came into contact with special children. Moreover, many of the teachers who transferred to Lapham came from schools without media centers and they were as ignorant as I about what the IMC might offer them and their students. Our first year together was one of trial and error, but much progress has been made since then. In the past three years it has become increasingly clear to me that any type of educational program must be developed from an understanding of the needs of the children.

A Fundamental Need

The first and major step in the education of a special child is the recognition of his or her right (and notice I said *right* not privilege) to be served. Librarians must not get caught up in dilemmas about whether to extend service to certain children or whether to limit service. It is the absolute right of every child in a school to receive equal consideration.

As people tour our school and pass through the IMC they have been overheard saying, "I would like to serve the handicapped students but I am already overworked, understaffed, and overextended. It would not be fair to the other children to try to serve this new group." The fallacy in this statement is that there are no "other" children. There should be a total IMC program. Media specialists must look at every child, at every need, and at every program in the school and then make across-the-board revisions in the library/media center program. They must be inventive and skillful managers of time and resources and learn to look at familiar programs in new ways.

Fear of the unknown is common to all human beings and the thought of serving children with whom we are unfamiliar can produce feelings of anxiety. The most immediate and helpful sources of information about new students are their teachers. It is essential for the school media specialist to spend time with the teacher discussing each child before a special class arrives in the IMC for its first visit (usually these classes are small). They should also discuss the group's needs and expectations. I find it imperative to continue this talk with the teachers informally before school or in the lounge and then to arrange for more formal talks as a follow-up after working with the children for a few weeks. If a child seems more baffling or more difficult to reach than others, I read his or her file and make it a point to inquire specifically about that child's problems.

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Reading seems an obvious step for library media specialists in preparing for this new type of service, but the problem is *what* to read. Only one book, *The Special Child In the Library*, edited by Barbara H. Baskin and Karen H. Harris, has been written on the subject of library service to exceptional children. Published by the American Library Association in 1976, the book is a compilation of articles, a number of which are outdated in terms of bibliographies and methods (e.g., mainstreaming is not mentioned). It has some helpful information but cannot be depended on for more recent developments.

On the other hand, too many books and articles concerning specific handicaps are published for the untrained person to be able to select the one or two most informative about a certain disability. Bibliographies of professional literature are numerous and extensive, but these are frequently not selective. You may prefer to consult a teacher or other specialist to guide your self-education.

Misinformation can be damaging and may produce false expectations of the children. Some books, for example, state that trainable mentally retarded (TMR) children cannot read; my own experience proves that this is far from universally true. Journals such as *Exceptional Children*, *Teaching the Exceptional Child*, and *The Exceptional Parent* provide more current insights and more useful information.

The National Center on Educational Media and Materials for the Handicapped (NCEMMH) heads a national network of resource centers which provide information on materials, and sometimes the materials themselves, for educators of exceptional children. (See Part 6 of *The Special Child in the Library*, p.163, for more detailed information.)

The National Instructional Materials Information Center (NIMIC) is a computerized bibliographical search service designed and implemented by NCEMMH. NCEMMH also publishes a newsletter, *Apropos*, to which media centers should subscribe. A fundamental responsibility of media specialists is to become familiar with the services and resources of NCEMMH and to convey this information to teachers.

Material Needs

There is no doubt that the physical size, shape, and arrangement of a library has an impact on its service to exceptional children. Most obviously this is true for physically handicapped students. A well-planned arrangement of furniture and shelves designed to accommodate children with special needs can promote their independence in using the library facilities.

Although the present state of restricted budgets would not permit major environmental changes in most media centers, small modifications are possible. For example, librarians can order revolving paperback racks that are only 46 inches high. These are accessible even to children seated in wheelchairs.

Beanbag chairs are favorite additions to the IMC at Lapham. After teachers in the orthopedic program saw how the beanbags could be molded to the bodies of the students, providing many more options for positioning, beanbags were purchased for each classroom. Our single, most useful piece of equipment has been the Singer Auto-Vance III. Because it has a large screen and is automatic, this machine allows a small group of children with special handicaps to gather around and view sound filmstrips without assistance. One of the next projects at Lapham is to work with the University of Wisconsin faculty in adapting our audiovisual machines for use by handicapped persons.

Special children do not need a myriad of new materials, either highly specialized or modified versions of those used by other IMC patrons. Take note of some of the filmstrips, records, and other products that many publishers are advertising for special children. They are frequently materials that we have used for years, now grouped under a new heading or title. It is important to select the most appropriate items in an IMC for each child, whatever his or her "label."

Occasionally an extension of resources is desirable. For Janice, a partially sighted, retarded student, I purchased a few extra books, some of which she can feel and smell and some with thick cardboard pages that won't rip easily. Recent acquisitions have included *I Am a Mouse* by Ole Risom (Golden, 1974), the Bowmar Manipulative Series, and a "scratch 'n sniff" book. We also use the Talking Books Program, a free program for both blind and physically handicapped people who are unable to use traditional book materials. On request, machinery and materials for the program are sent directly to the child's home or school. Complete information about both talking books and books in braille is available from the Library of Congress. Dismelled the aroma of popcorn coming from a room down the hall. The next time this class appeared, I had *Brian Wildsmith's Circus* filmstrip and a popcorn popper on hand. I put the popcorn in the popper, and then showed a filmstrip while it popped. Many people, myself included, are suspicious of stories about dramatic changes, but a miracle occurred—from that day forward, I had the attention of the new children. Eventually, they became interested in other things I had to offer (and they did not expect to get popcorn each time).

Intellectual Needs

The need for intellectual stimulation, support, and motivation may be overlooked in the case of special children because they may have so many other more obvious needs. Or, this omission may be the result of stereotyping. All physically handicapped children and their families have to fight the pervasive notion that the disabled cannot learn and progress. Similarly, people tend to refer to retarded persons as having the "minds of five-year olds" as if they are unable to learn and will always remain at that intellectual level.

Exceptional children should be exposed to the best in children's literature and artistry on whatever level they can handle. Simple folktales, for example, can be read and then acted out. One of my favorite books, *The Very Hungry Caterpillar* by Eric Carle (Collins, 1969), was enjoyed by a class of severely retarded students. After the story, Maureen Ellsworth, the librarian, taught them to make paper butterflies. Mixed-media presentations are almost always desirable, but books should not be overlooked.

All school media librarians recognize the necessity of coordinating activities and programs with what occurs in the classrooms. With children who have some sort of impaired learning ability this is crucial, for it is through repetition that they learn. A conceptual approach—organizing units of study around a certain theme, reinforcing classroom activity with field trips—is most successful. If an unfamiliar subject is introduced, the same material should be used on several occasions.

After the emphasis I put on independence it may seem contradictory to say that one of the most important things the IMC can offer children is a group experience. Because of their unique needs, some special children, particularly those who are severely retarded, have almost totally individualized instruction. In order to enjoy movies or plays or even television, these children must learn to listen attentively as members of a group. The IMC is a perfect place for reinforcing this skill. During group time, the concept that books are a source of pleasure is also introduced. When the media specialist reads aloud regularly, the size, shape, and contents of books become familiar to children who may have once considered them strange objects.

Accurate Representation

Books dealing with exceptional children are now pouring off the presses. The media staff, even if there is not one special child in the school, need to be aware of the inaccuracies of representation and the gross stereotypes that have existed in the past or are appearing again in some of these new books, both fiction and nonfiction. "Labels," such as those to which I referred at the beginning of this article, are used carelessly. As with books portraying racist or sexist images, we should not run to the shelves with a zealous effort to discard in order to show that we are cognizant of the problem. We should learn to discriminate between the good and the poor titles now being published in such numbers,* and recommend the best ones to students and teachers.

Although many books now focus on special children as protagonists, exceptional children should be included in illustrations and texts that reflect society in general. Victor Fuchs, Assistant Director of NCEMMH, has pointed out that 99 out of 100 children's textbooks and nonprint materials fail to mention that exceptional persons exist. Close to 10 percent of the population is almost completely ignored. Teachers and library media staff should insist that publishers be aware of this omission.

Teachers will ask media specialists for help in preparing a regular class to receive special children. Classroom materials must be previewed with a discerning eye before they are recommended to avoid stereotypes. Some excellent suggestions for preparing these children are also found in the May 1977 issue of *Early Years*.

Parental Support

Parents of special children, in league with organized groups of handicapped persons, have been chiefly responsible for the legislation which is now requiring education for all children. Media specialists can provide support for these parents who have established their children's right to equal opportunities. This can be done in three ways. Perhaps the most important is to involve parents in school programs. Being a part of a "regular" school will be new to many parents and they may be hesitant to volunteer for school activities. I use parent volunteers in book fairs, in PTA programs, and on field trips and for IMC routines. Second, as the media staff become more knowledgeable about which books are helpful and accurate, they can pass this information on to parents or start a professional collection. Third, the library can provide addresses of national and local organizations offering help and services to handicapped people. Order pamphlets from these organizations to have on hand so that parents can increase their knowledge.

Serving All Children

The media center or IMC is one of the most positive things in education for exceptional children because the fundamental principle of an IMC is that different children learn in different ways. By presenting material in the medium and format most appropriate to the message being conveyed, each child can be accommodated. Remember that children who cannot see can hear; children who cannot hear can see; children who cannot understand abstraction and generalization can feel and handle and hold the concrete. Children who cannot relate to adults may relate to puppets and stuffed animals or to real animals. In the Lapham IMC we have three gerbils, six fish, and many stuffed animals and puppets. I begin almost every program by using a puppet to talk to the children.

In the IMC special children can increase their vocabularies, reinforce listening skills, and expand their knowledge of both commonplace and exotic things. For children whose mobility may be limited, vicarious experiences are essential. Perhaps more than anything else, a library media center can introduce exceptional children to lifelong sources of recreation, enjoyment, and stimulation.

MATERIAL SOURCES

Bowmar, Box 3623, Glendale, Calif. 91201. (Manipulative Books).

The Highsmith Company, P.O. Box 25, Highway 106 East, Fort Atkinson, Wis. 53538. (46" revolving paperback racks).

National Association for Retarded Citizens, 2709 Avenue E. East, Arlington, Texas 76011. (*Great Yellow Schooner to Byzantium*). Write attention of Cathy Moore.

Society for Visual Education, 1345 Diversey Pkwy., Chicago, Ill. 60614. (Singer Auto-Vance III).

Weston Woods Studio, Weston, Conn. 06880. (*Brian Wildsmith's Circus*).

PUBLICATIONS

Apropos. 2-3/yr. National Center on Educational Media and Materials for the Handicapped (NCEMMH), Ohio State University, 220 West 12th Ave., Columbus, Ohio 43210.

Early Years. 9/yr. Box 7414, Chicago, Ill. 60680.

Exceptional Children. 8/yr. & *Teaching Exceptional Children*. Quarterly. The Council for Exceptional Children, 1920 Association Dr., Reston, Va. 20091.

Exceptional Parent. 6/yr. Box 101, Back Bay Annex, Boston, Mass. 02117. ◀

ADDENDUM: from Meeting the Needs of the Handicapped: *A Resource for Teachers and Libraries ed. with a Preface and Introduction* by Carol H. Thomas and James L. Thomas. Phoenix, Arizona, Oryx Press, 1980, p. 38.

"NCEMMH and NIMIC no longer exist but have been replaced by the National Information Center for Special Education Materials (NICSEM), University of Southern California, University Park (RAN) 2nd floor, Los Angeles, CA. 90007. NICSEM provides print bibliographies of commerically produced instructional materials for use with special children. It was patterned after the National Information Center for Education Materials (NICEM) indexes. The NICSEM database, available through DIALOG contains over 36,00 items for use with special children."

UNIT 19, LIBRARY SERVICES FOR THE SLOW LEARNER

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will be able to identify at least 5 special characteristics of a slow learner.	a. Read Special Child in the Library, pp 39-42.	1. Turn in "Project Sheet". Date__________
2. Library personnel will be familiar with special services and materials (i.e.) library collections and library programming that may be necessary to help slow learner students in the library.	b. Read the attached "Slow Learner Lesson".	2. Take the Post-test. Date__________
3. Library personnel will be able to list at least 5 series that are high interest/low reading level.	c. Read in Good Reading for Poor Readers, Chapter I, Chapter II, pp. 1-20.	
4. Library personnel will be able to list at least 3 general characteristics of the series discussed in Special Child in the Library.	d. Do the attached "Project Sheet".	
5. Library personnel will be able to identify the age and reading levels for which these series would be recommended.		

RESOURCES: Textbook: Special Child in the Library: author: Baskin and Harris
Special Reading: Good Reading for Poor Readers: author: George D. Spache
Attached Reading: "Slow Learner Lesson"
Attached Exercise: "Project Sheet"
Attached Booklist: "Book Series for Less Able Readers"

SLOW LEARNER LESSON

I. Characteristics of a typical slow learner:

A. The majority are male.

B. They are generally average or below average in other subjects because of their shortcomings in reading, and failure becomes their constant companion in school.

C. They generally have a short attention span.

D. The majority have not been read to during their pre-school years and come from families that have few books and magazines in the home.

E. They usually have a limited knowledge of the world around them so that they have a hard time relating what they read to the real world.

F. They often do not express themselves well when speaking.

G. They often have a negative attitude toward everything and everyone.

H. They are often alienated from parents, peers, and teachers.

II. Motivation to read

A. Your basic responsibility is to determine what students want from reading and then match them (as nearly as possible) with a book that they can read, is interesting and enjoyable, so that they will continue to read and develop their reading skills.

B. Reading should be such a successful experience for students that it will be a pleasure to repeat it.

C. Students should be shown how reading can aid them.

D. Students read to gain social recognition by friends and adults.

E. Students read to escape and to fantasize.

F. Students read to identify themselves with the world around them.

III. Value of school library services for Slow Learner Students

A. The school library is the primary source of reading material.

B. Library personnel should try to find out as much as possible about student's interests and reading levels so that they can make suggestions of titles that students will enjoy and may have a successful experience.

C. Library personnel are available to listen to students who want to talk about a book.

D. Library reading is non-competitive.

IV. Library material suitable for use with the slow learner:

A. The library can offer books that are more appealing than textbooks.
   1. Books are attractive looking and they don't look like textbooks.
   2. Books are often written on contemporary subjects and in series which students learn to identify and request (Nancy Drew, Hardy Boys).
   3. Paperbacks are readily accepted by many slow learner students.

B. Interest continues to be the most important influence upon attitudes toward reading and the strongest motivating froce for reading.
   1. Young children prefer stories about animals, other children, fantasy and fairy tales.
   2. Around age 9, children become more interested in realistic stories; boys prefer dramatic action and adventure, and girls prefer stories about home and family life.
   3. As they approach teen years, and through teen years, boys continue to like adventure, nature and action, while girls tend to read romances, and poetry in addition to stories of home and family life. Both sexes tend to like mystery stories, patriotic stories, stories of outdoor life and sport stories.
   4. Humorous stories are popular with both sexes
   5. Children select titles which involve them and which relate closely to their own lives and personal interests.

C. Readability and format

   1. Word Structure
      a. short sentences
      b. simple sentence structure (subject, verb)
      c. strong action verbs in simple present and past tenses.
      d. short paragraphs
      e. look like books their contemporaries are reading.

D. Books for which reading and interest levels have been assigned.
   1. Most books which appear in standard catalogs such as Elementary School Library Collection and the Children's Catalog have been rated as to interest and reading levels.
   2. Use these ratings as guides but keep in mind how they have been rated. (Preface or introductory material will usually tell you). Polling, Spache, Fry.
   3. They often tend to be vague and indicate that a book can be useful over a wide range of reading levels.

V. Library materials not suitable for use with the slow learner.

A. Due to a limited knowledge of the world around them, these children often have a difficult time relating to things and which they know very little.
  1. "Preachy" materials are avoided.
  2. Newberry Award books are often not popular with age groups for which they are written because the readability is too difficult for the target age group.

B. Readability and format not suitable for use with the slow learner.
  1. Word Structure
    a. hard words with affixes
    b. contractions and dialects
    c. conjunctions (because they require mental shifts).

VI. Determining reading levels of books for which no levels have been assigned, or for which you feel the ratings do not apply in your school situation.

A. Fry graph
  1. Counting words and Syllables
  2. Grades 3 and higher
  3. Can be used by libraries
  4. Wider span of reading level.

B. Spache Reading Formula, p. 185 Spache
  1. Quite complicated
  2. Best in evaluating books for the primary grades
  3. Difficult to use and often requires help of professional trained people
  4. Narrower span of reading level.

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BOOK SERIES FOR LESS ABLE READERS[1]

Addison-Wesley Pub. Co. 2725 Sand Hill Road Menlo Park, CA 94025	Deep Sea Adventure Series	RL 1.8-5: IL 3-9
	Checkered Flag Series	RL 2.4-4.5: IL 6-12
	Happenings	RL 4.2-4.6: IL 7-12
	Morgan Bay Mysteries	RL 2.3-4.1: IL 3-8
	Top Flight Readers	RL 2.3-3.5: IL 5-10
Allyn and Bacon 470 Atlantic Ave Boston, Mass. 02210	Breakthrough	RL 1-7: IL 7-12
Benefic Press 10300 W. Roosevelt Rd. Westchester, Ill. 60153	Horses and Heroines	RL 2-4: IL 4-7
	Mystery Adventure Series	RL 2-6: IL 4-9
	Space Science Fiction	RL 2-6: IL 4-7
	Sports Mystery Series	RL 2-4: IL 4-7
Bowmar Pub. Co 4563 Colorado Blvd Los Angeles, CA 90039	Play the Game Series	RL 2.5-4: IL 3-8
	Reading Incentive Series	RL 3-4: IL 3-7
	Search Books	RL 2.0-2.5: IL 3-7
	Young Adventurers	
Crestwood House P.O. Box 3427 Mankato, Minn. 56001	Monster Series	RL 4-5: IL 4-12
Daxter and Westbrook, Ltd. 958 Church St. Baldwin, NY 11510	Incredible Series	RL 4-5: IL 7-12
Educational Activities, Inc. P.O. Box 392 Freeport, NY 11520	Sea Hawk Books	RL 1.5-4.3: IL 4-9
Fearon-Pitman Pub. 6 Davis Dr. Belmont, CA 94002	Adventureres in Urban Reading	RL 2.9-2.4: IL 4-7
	American West	RL 5: IL 4-12
	Fearon Racing Series	RL 5.6: IL 7-12
	*Pacemaker Bestellers	RL 1.9-2.6 IL 7
	*Pacemaker Classics	RL 2.1-2.8: IL 5-12
	Placemaker Story Books	RL 1.9-2.5: IL 4-8
	*Pacemaker True Adventures	RL 2.1-2.5 IL 5-10
Follett Pub. Co. 1010 W. Washington Blvd. Chicago, Ill. 60607	Venture	RL 4-6: IL 7-12
Jamestown Pub. P.O. Box 6743 Providence, RI 02940	Attention Span Books	RL 2-4: IL 5-8
	Jamestown Classics	RL 5-6: IL 6 up
McCormick-Mathers Pub. Co. 7625 Empire Dr. Florence, KY 41042	Turning Point	RL 1.8-3.1: IL 5-10

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[1] Graves, Michael F., Judith Boettcher and Randall A. Ryder. Easy Reading: Book series and periodicals for less able readers. Newark. Del., Int. Reading Assoc., 1979.

Pendulum Press, Inc. Saw Mill Road West Haven, Conn. 06516	*Now Age III Books	RL 6-9: IL 4-12
Reader's Digest Services, Inc. Educ. Div. Pleasantville, NY 10570	Reader's Digest Adult Readers	RL 1.6-4.9: IL 7 up
Scholastic Book Services 904 Sylvan Ave Englewood Cliffs, NJ 07632	Action Libraries	RL 2-3.9: IL 6-12
	Contact	RL 4-6: IL 7-12
	Double Action Ligraries	RL 3-3.9: IL 6-12
	Firebird Books	RL 5-6: IL 5-12
	Scholastic Action	RL 2-2.9: IL 7-12
	Scholastic Scope	RL 4-6: IL 7-12
	Scholastic Sprint	RL 2-2.9: IL 4-8
	Sprint Libraries	RL 2-3.9: IL 4-8
Xerox Education Publications 1250 Fairwood Avenue Columbus, Ohio 43216	Know Your World	RL 2-3: IL 4-10
	*Pal Paperbacks	RL .5-5.5: IL 6-12
	Scrambler Reading	RL 2.5-4: IL 5-9
	You and Your World	RL 3-5: IL 8-12
Webester/McGraw-Hill Book Co. 1221 Ave. of the Americas New York, NY 10020	City Limits I & II	RL 5-7: IL 7-12
Young Readers Press A Simon Schuster Co. One West 39th St. New Youk, NY 10018	Raceway Paperbacks	RL 3.5-4.5: IL 6-1

In Fearon-Pitman Catalog--other Hi-Low series:

*Jim Hunter Adventures	RL 1-3: IL 6-12
*Specter Series	RL 3: IL 6-12
*Space Police	RL 3: IL 6-12
*Pacemaker Vocational Readers	RL 1.2: IL 7-12
*Laura Brewster Books	RL 3: IL 6-12
*Galaxy 5	RL 3: IL 6-12
Talespinners	RL 3: IL 6-12
All in the Family (Drama Script Books)	IL 7-12
Sportellers	RL 3: IL 6-12

*Also available from Perma-Bound
Vandalia Road
Jacksonville, Ill. 62650

UNIT 20, LIBRARY SERVICES FOR THE GIFTED AND TALENTED

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will be familiar with certain characteristics which will help them identify the gifted/advanced student 2. Library personnel will be familiar with library services and materials (i.e. library collections, equipment and programming) that may be necessary to facilitate library use by gifted/talented students.	a. View the filmstrip "What's So Great About Being Smart"? b. Read the pamphlet, "The Library is My Best Friend". c. Read in Special Child in the Library pp. 42-45 and pp. 147-149. Optional reading on pp. 100-104. d. Read Books for the Gifted Child pp. 42-73. Optional reading pp. 1-19 and 21-39 in Baskin and Harris' book. e. Based on reading in Baskin and Harris' Books for the Gifted Child, do attached "Exercise". f. Using the attached booklist, place a checkmark next to the books found in your library's collection: read the annotations for these books.	1. Turn in "Exercise". Date__________ 2. Take the Post-test. Date__________

RESOURCES: Textbook: Special Child in the Library: pp. 42-45 and 147-149.
Filmstrip: "What's So Great About Being Smart"?
Special Reading: Books for the Gifted Child: authors: Baskin and Harris
Pamphlet: The Library is My Best Friend
Attached Reading: "Gifted/Advanced Lesson"
Attached Booklist: "Gifted/Advanced Books"
Attached Exercise: "Exercise"

LIBRARY SERVICES FOR THE GIFTED LESSON

I. Definition

"Gifted children shall be defined as those children who consistently excel or show the potential to consistently excel above the average in one or more areas of human endeavor to the extent they need and can profit from specially planned educational services".

II. General characteristics or aides which will help you identify gifted/advanced students.

   A. They usually have a large vocabulary for their age.

   B. They usually score higher than the average student in verbal and non-verbal intelligence tests.

   C. They usually read a great deal on their own and take great pleasure in intellectual activities.

   D. They ask a lot of questions and want to know the how's and why's.

   E. They are well organized.

   F. They are more independent and like to work on their own.

   G. They usually have a longer attention span than their fellow students and will stick with a project and work it through.

   H. They can be hyperactive and trouble makers because they are bored with work their fellow students are doing because it is too simple.

III. Problems in identifying the gifted/advanced:

   A. They may hide their abilities behind a mask of stupidity so they may appear to be one of the "group".

   B. Students whose dominant language/culture is not English may behave and respond differently from English-dominant gifted/advanced students.

   C. They may simply be bored and quit trying.

IV. Suggestions for effective library service for the gifted/advanced student:

   A. Take time to listen to them, and find out what they are really interested in so that you can make suggestions and give helpful hints. Discuss their interests with their teachers.

   B. Make sure they (the students) understand how to use these resources so that they may work on their own.

   C. Encourage them to explore and to use all the resources of the library.

   D. Be prepared to make suggestions for other sources of information within the community. (School libraries resources are often not broad enough to meet these students' information needs).

E. Book collection should include books on all subjects to satisfy their need to know. They usually have a wide variety of interests so it is difficult to use standard reading lists.

F. Have them help out in the library with projects for other students.

G. Although they are advanced in reading and language skills and capable of reading above their grade level (even adult books), they are still children emotionally and many times are not mature enough to handle situations presented in books for older readers. Encourage them to read books which have themes and situations relevant to their emotional needs.

H. Often bored with what their fellow students are doing because it does not challenge them, you need to constantly challenge them to reach their potential.

BOOKS FOR THE GIFTED CHILD [1]

*(Beginning Level)

		Page No.
Aardema, Verna	Who's in Rabbit's House	76
Adamso, George	Finding 1 to 10	77
Anno, Mitsumasa	Anno's Alphabet: An Adventure in Imagination	84
Anno, Mitsumasa	Topsy-Turvies: Pictures to Stretch the Imagination	85
Armstrong, Louise	How to Turn Up into Down into Up	86
Baskin, Leonard	Hosie's Alphabet	91
Baskin, Leonard et a	Hosie's Aviary	91
Burningham, John	Time to Get Out of the Bath, Shirley	103
Charosh, Mannis	Mathematical Games for One or Two	107
Cooper, Gale	Inside Animals	111
Crompton, Anne Eliot	The Winter Wife	118
dePaola, Tomie	Helga's Dowry	123
Froman, Robert	Venn Diagrams	132
Fujita, Tamao	William Tell	132
Goldin, Augusta	The Shape of Water	142
Gwynne, Fred	A Chocolate Moose for Dinner	145
Gwynne, Fred	The King Who Rained	145
Hoban, Russell	The Twenty-Elephant Restaurant	153
Holt, Michael	Maps, Tracks, and Bridges of Konigsberg: A Book about Networks	158
Kennedy, Richard	The Porcelain Man	167
Lavater, Warja	Blanche Neige (Snow White): Une Imagerie de'apres le. Conte	178
Lavater, Warja	Cendrillon (Cinderella): Une Imagerie d'eapres le Conte de Charles Perrault	170
Lavater, Warja (Honegger)	Le Petit Chaperon Rouge (Little Red Riding Hood	180
Lawerence, John	Rabbit and Pork Rhyming Talk	180
Linn, Charles F.	Probability	182
Lisker, Sonia O.	I Used To	182
McDermott, Gerald	The Voyage of Osiris: A Myth of Ancient Egypt	184
Pavey Peter	One Dragon's Dream	215
Seuss, Dr.	On Beyond Zebra	231
Steig, William	CDB!	234

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[1] For the purposes of this training manual, the titles discussed in "A Selected Guide to Intellectually Demanding Books", Chapter 4, Books for the Gifted Child (Baskin and Harris) have been listed by level indicated by the authors.

**(Intermediate Titles)

Alexander, Lloyd	The Cat Who Wished to be a Man	78
Anderson, Norman D.	Investigating Science in the Swimming Pool and Ocean	81
Anderson, Norman D.	Investigating Science Using Your Whole Body	82
Babson, Walt	All Kinds of Codes	88
Barrol, Grady	The Little Book of Anagrams	90
Bauer, John	In the Troll Wood	92
Berger, Melvin	Quasars, Pulsars, and Black Holes in Space	93
Berger, Melvin	Tools of Modern Biology	94
Black, Algernon D.	The First Book of Ethics	97
Brewton, John E & Lorraine Blackburn, eds	They've Discovered a Head in the Box for the Breat--and Other Language Limericks	98
Brownlee, Walter D.	The First Ships Around the World	99
Bryson, Bernarda	Gilgamesh	101
Burns, Marilyn	The Book of Think (Or How to Solve a Problem Twice Your Size)	103
Carlson, Dale	The Human Apes	104
Carroll, Sidney B.	You Be the Judge	106
Chase, Alice Elizabeth	Looking at Art	108
Chase, Sara B.	Moving to Win: The Physics of Sports	110
Cooper, Helen	Great Grandmother Goose	112
Cosman, Anna	How to Read and Write Poetry	113
Craft, Ruth	Pieter Brueghel's the Fair	115
Cresswell, Helen	Absolute Zero: Being the Second Part of the Bagthorpe Saga	115
Cresswell, Helen	Bagthorpes Unlimited: Being the Third Part of the Bagthorpe Saga	116
Cresswell, Helen	Ordinary Jack	117
Cummings, Richard	Make Your Own Model Forts & Castles	119
Currier, Richard	Ancient Scrools	120
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Pearce, Ann Philippa	Tom's Midnight Garden	215
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Unit 20

Name ____________________

Date ____________________

GIFTED/ADVANCED EXERCISE

Based on reading in Baskin and Harris, Books for the Gifted Child. pp. 42-73
Use the pages in left margin to help you in answering these questions.

1. If not given proper reading guidance, even ________________ may not have the judgement and taste to choose the best reading material.

2. ________________ is the single most significant component to be considered in judging books for gifted readers.

3. Books for gifted children should accomplish three things:

   a.

   b.

   c.

4. In reduced and simplified form, picture books have all the ______________ ________________ of any literary experience.

5. Picture books for the gifted child must hint at the ________________ ________________. (read annotation for Burningham, John. Time to Get Out of the Bath, Shirley, p. 103.)

6. Picture books often provide the child's initial contact with ______________ ____ etc.

7. Concept books show the child how organizing takes place. These books help to:

   a.

   b.

   c.

   d.

   e.

   f.

8. Name four things that are part of our western culture that need to be communicated to every child:

   a.

   b.

   c.

   d.

19

(p. 53) 9. In picture books the ______________ are major source of [illegible]tic stimuli.

(p. 54) 10. Themes found in folklore tend to reflect essential, fundamental concerns common to ________ ___________________.

(p. 54) 11. _____________ offer little challenge to the gifted reader.

(p. 55) 12 Contemporary collections of ________________ while a critical and even indispensable part of literature, rarely have special utility for gifted children.

(p. 55) 13. _____________ contain a potentially rich source of rewarding reading.

(p. 55) 14. _______________ comprise an important and irreplaceable genre and underlie any understanding of literature and the nature and variety of human behavior.

(p. 56) 15. To speak to gifted children, the language in which the tale is told should be ___________ and ____________ setting up reverberations implying that the story reflects a central, persisting human crisis

NONFICTION

(p. 56) 16. What is the major function of nonfiction juvenile books?
____.

(p. 57) 17. Books that demonstrate how knowledge within a given field of study overlaps other fields are said to take a ______________ __________.

(p. 58) 18. In books of nonfiction, ____________, ____________, ____________, ____________ and _______________ frequently carry a significant part of the message.

(p. 57-58) 19. In nonfiction, the areas receiving the best coverage for the gifted child are ____________ and ____________.

BIOGRAPHY

(p. 61) 20. Biography can provide insight into another ___________ _________ or _____________________________.

(p. 61) 21. For a life to be of interest for a biography, it must have meaning beyond itself. Preferably it should typify or epitomize ___________ ____________ or __________________, successfully mastered.

(p. 61) 22. Biography reading can become an element in the __________ and ______________ development of a child.

(p. 61) 23. The subjects of biographies are generally individuals who made some significant _____________, ____________, ____________, ____________ or ______________ contribution. They serve as models of ____________, _______ ______________ or other similiar admirable qualities.

(p. 62) 24. To be particularly valuable for high-ability children, biographies must not only be accurate and present a picture of their subjects within their own environment, but they must also demonstrate how these people were both _______________ and ____________ of their world.

POETRY

(p. 63) 25. Poetry by its very nature is _____________ _____ ___.

(p. 64) 26. In the study of a difficult poem, the crucial factor is the direction provided by a knowledgeable teacher in ____________, ____________ and ____________ ____________ on a single, comprehensible facet of the poem.

(p. 64) 27. In choosing poetry for the gifted reader, it is important that it not be beyond their ____________ or it will be simply a source of frustration rather than an intellectually stimulating experience.

(p. 64) 28. Every collection of poetry should have some ________ theme.

(p. 65) 29. Poetry books for juvenile readers should contain verses that are ________ and ____________ ____________, that sharpen awareness of feelings and events as well as the precision and nuances of language, and that share the particular pleasures that uniquely belong to poetry.

ICTION

(p. 65) 30. The goal of fiction is to explore the myriad perceptions of ________ ________, desires, and ____________.

(p. 66) 31. It is fiction that offers the most penetrating insights into one's self and others, that ____________ and ____________ personal and social conflicts and transforms ________ and ____________ dilemmas into human terms.

(p. 66) 32. Sometimes it is necessary to explain and justify the reading of ________ to a gifted youngster.

(p. 67) 33. Selecting appropriate fiction for the young gifted reader presents a challenge because it is important to match ________ ____________ with the child's ____________.

(p. 69 34. Name the five classic components of a novel and after each complete the sentence correctly.

(p. 69) a. ____________

As readers are able to see ________ from many perspectives, variously motivated, expressing simple, complex, or even contradictory thoughts and ambitions, holding to their unique identity while simultaneously evolving, they begin to grow more appreciative of the ____________, ____________ and ________ of human nature.

(p. 70) b. ________

The ________ in books for highly able readers may be simple or complex, but ________ ________ ________.

(p. 70) c. ________

Whether the ________ are ________, ________ or ________ they must confront youngsters with situations that are rich in instructive possibilities.

(p. 71) d. ________

It is when the ________ is subtle that it is most attractive and ____________.

(p. 71) e. ________________

Narratives using ____________ language, metaphors, and include ______________ elements, and ______________ modes of expression are desirable for gifted children.

SUMMARY

(p. 73) 35. The quality and scope of a child's ____________ ______________ can help a child to seek knowledge of himself and to understand his future.

UNIT 21, LIBRARY SERVICES FOR VISUALLY HANDICAPPED

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will become aware of special needs that visually handicapped students may require when using the library.	a. View the filmstrip, Why Am I Different?: I am Blind.	1. Turn in cassette. Date__________
2. Library personnel will become aware of special services and materials in library collections, (i.e., equipment and programming) that may be necessary when visually handicapped students are using the library.	b. Reading the following: "Serving Visually Handicapped Children", "Books for Children Who Cannot See the Printed Page", "Services for Visually Handicapped Children", and "Special Education and the School Librarian", pp. 95-97.	2. Take the Post-test. Date__________
	c. Read in Special Child in the Library pp. 109-111.	
	d. Select a story from the list at the end of the above article and prepare it to tell to a class. Record it on a cassette.	

RESOURCES: Textbook: Special Child in the Library, pp. 109-111.
Filmstrip: Why Am I Different?: I Am Blind
Attached Reading: "Visually Handicapped Lesson"
"Terms for Visually Handicapped Lesson"
Articles: "Serving Visually Handicapped Students", School Library Journal, December 1978, pp. 36-37.
"Book for Children Who Cannot See the Printed Page", School Library Journal, April 1980, pp. 28-31.
Attached Booklist: "Stories Enjoyed by Blind Students"

N. Visually handicapped students do not have a sixth sense or extraordinary talent. They do tend to develop their senses of feeling, smell, and touch to a higher degree than the fully sighted person.

O. Storytelling is a good thing to do when you have visually handicapped students in a class with regular students since they can all participate together.

P. Arrange field trips to public libraries so they have the idea of using public libraries all through life.

II. Special considerations to keep in mind when selecting and telling stories to classes with visually handicapped students.

1. Learn about your audience beforehand so that you will be able to select a story that will interest them.

2. Look for good narrative and/or descriptive materials with strong explicit detail. Folktales are excellent selections.

3. Memorize or know your story very well since you may be interrupted and need to pick up without hesitation.

4. Since a blind student cannot see you facial expressions or gestures, your voice must tell the story.

5. A blind student may be paying attention and listening even though he is not facing you. He may hear better if he is sitting sideways. If you feel a student is not paying attention, mention his name with a question.

6. Allow time for discussion about the story after you have presented it.

III. Library materials to be used with a visually handicapped student.

A. Large print books

1. Advantages
   a. Easier to read for some kinds of visual impairments
   b. Can be used by other students as well.

2. Disadvantages
   a. Hard to store and carry.
   b. Limited selection.

B. Braille

1. Advantages
   a. Many totally blind students taught to use from first grade.
   b. Although selection limited, a certain number of all types of books and at all reading levels translated into Braille each year.

2. Disadvantages
    - a. Can be used only by persons trained to read Braille.
    - b. Expensive
    - c. Require a great deal of space for shelving.
    - d. Selection limited less than 1% of printed material put into Braille.

C. Regular print

1. Advantages
    - a. Can be used by other students as well.
    - b. Wide selection.

2. Disadvantages
    - a. Harder to read
    - b. Must be especially aware of format when making selection.
      Style and size of type (16-18 point).
      Spacing between lines and size of margins.
      Contract of print and paper (black on white best).
      Illustrations should be large and with few objects.
      Soft colors may be difficult to distinguish or differentiate.

D. Audio materials and equipment.

1. Talking books - at first were on records only, but then more and more were put on cassette tape and later on four track tape.
    - a. Tape players are convenient to use.
    - b. Talking books are made in both record form and tape cassette form for ALL ages.
    - c. Titles for older children usually recorded on four track cassettes.
    - d. Recordings done at special slow speeds so maximum material can be recorded on each record or cassette.

2. Library personnel can help eligible borrowers become acquainted with the services of the National Library Service for the Blind and Physically Handicapped (NLS) and the American Printing House for the Blind.
    - a. Some physical handicaps as well as visually handicapped may qualify a person as a borrower.
    - b. An application for service must be signed by a professional in the field of medicine, social work, or education.
    - c. Registered borrowers are entitled to both a record player and a cassette player.
    - d. Catalogs of titles are available.
    - e. All postage charges free to user.
    - f. Equipment and materials primarily for home use, but it is also available for school use if it is considered essential for the educational process.

IV. Organizations offering services for the blind.

1. The article "Serving Visually Handicapped Students" has a list of organizations which have materials and equipment for visually handicapped students.
2. The article "Books for Children Who Cannot See the Printed Page", goes into detail about the materials and equipment which the National Library Service for the Blind and Physically Handicapped has available.

TERMS FOR LIBRARY SERVICES FOR THE VISUALLY HANDICAPPED

Visually handicapped --- a term used to designate the total range of visual loss from total blindness to 20/70 in the best eye corrected.

Tunnel vision ---------- occurs when visual field is restricted to no more than 20 degrees. Person can see only what's in front ot them. Cannot see to the side.

Totally blind ---------- cannot see at all.

Trailing --------------- process of touching objects as a blind person moves about. Gives them clues to where they are.

Legally blind ---------- 20/200 after correction can see at 20 feet what the average person can see at 200 feet.

Auditory clues --------- sounds which help a blind student know where they are, or what is happening around them.

Mannerisms ------------- odd, repetitive, movements that a blind person will make without being aware of them. (Rocking, eye poking, eye rubbing, head rolling or hand waving).

Braille ---------------- translating the written word into words readable by blind students. A series of raised dots which are touched by the blind with their fingers. These dots represent print symbols to them.

Talking books ---------- books which have been recorded on tape or discs. They need to be played on special machines.

Large print books ------ 14 point print or larger.

BOOKS ENJOYED BY TOTALLY BLIND STUDENTS

The following have proved delightful with our totally blind students in the primary classes, not always for the content of the story, but for the concreteness of having something to smell. Each story has from six to eight "smells".

They are called Golden Press Scratch and Sniff Books
Western Publishing Company Inc.
Racine, Wisconsin

Little Bunny Follows His Nose

Max the Nosey Bear

Mickey Mouse and the Marvelous Smell Machines

Bambi's Fragrant Forest

The Once Upon a Time

The Sweet Smell of Christmas

Professor Wormbog's Gloomy Kerploppus

Big Bird Gets Lost

Smells include such things as hot chocolate, gingerbread, candy canes, soap, smoke, pepper, lavender, orange juice, strawberries, grapes, cucumbers, paint, roses, etc.

John F. Henne
Elementary Librarian
Conway School District
North Conway, New Hampshire

Serving Visually Handicapped Children

While it is difficult to obtain accurate statistics, the American Foundation for the Blind estimates that there are 6.4 million "visually impaired" persons in the United States. Of these, approximately 1.7 million are severely visually impaired. The National Society for the Prevention of Blindness estimates that one of every 500 school age children is "visually impaired." This means that chances are there is a child in your school with serious vision problems. With the implementation of Public Law 94-142, it is virtually certain that you'll meet such children soon in your school, and there are some facts library media specialists should know.

The accepted definition of a visual handicap is based on distance acuity—20/70 in the best eye corrected. If the corrected vision is not better than 20/200 the person is considered legally blind. A person is also considered legally blind if his or her visual field is restricted to no more than 20 degrees. This is called tunnel vision. Children who are legally blind should not automatically be considered blind. Most visually handicapped people retain some usable vision but the degree of the handicap varies. According to Dr. Eleanor Faye of the New York Association for the Blind, "If attention is focused on the visual deficiency, the child is considered a cripple. If attention is focused on the residual vision, the child is considered sighted." Through the use of low-vision aids and visual training, many legally blind children can function as sighted persons.

Many visually handicapped students need large print books (14-point print or larger). Books not available in large print or braille can be enlarged by several of the vendors who supply these books. A much smaller percentage of visually handicapped children will read braille materials. State education agencies have information about available funding assistance for purchasing materials for the visually impaired.

Perhaps tape recordings are the most common reading mode, especially for older visually handicapped students. Textbooks on cassette or on open reel tapes are less costly, less bulky, and are easier to produce than either books in large print or braille. Volunteers can prepare them at practically no cost, or you may obtain them free of charge from one of the many agencies serving the blind.

Recording for the Blind (RFB), the largest supplier of recorded textbooks, has a catalog with nearly 40,000 titles; approximately 4500 new titles are added annually. On request RFB will record almost any publication required for a student's education. To be eligible for RFB's service, users must be unable to read conventional print (for any of a variety of reasons), and must be registered with RFB. Write to RFB (the address is in the list of suppliers) for specifics on how to go about registering students.

One drawback with using tapes supplied by many of these agencies is that a special machine is required to play them because the cassettes are recorded at $^{15}/_{16}$ ips; open reel at $1^{7}/_{8}$ ips. Both use a four-tract monaural configuration. These machines are available from several of the sources listed here. Again, your state education agency can tell you how to get funding assistance and where to apply for financial assistance for purchasing these machines.

Visually handicapped students will want to, and should, participate in all the library media center activities. Blind children enjoy films when someone describes the action taking place on the screen. Most visually impaired children will be able to see much of the action without assistance if they are allowed to sit close enough to the screen. (Rear projection of the screens is ideal because it allows children to get as close as necessary without blocking out the image.) You'll find that children will find the right viewing/reading distance and position for their personal needs and comfort.

Using reference books can create problems for visually handicapped students because many reference books, especially dictionaries, are printed in

A clamp-on stand allows close reading at a comfortable angle

very small type. Those printed in large type or braille present a storage problem. For example, *Webster's New World Dictionary of the American Language* in 18-point type is printed in 24 volumes at a cost of $399; in braille, the same dictionary at $460 consists of 72 volumes and requires 16 feet of shelf space.

One possible solution to the storage problem is a closed circuit TV system, which takes up no more space than a study carrel. Most systems consist of a camera with a zoom lens, a monitor, and a platform for the book that can be moved back and forth under the lens. The cost of these systems, over $2000 a few years ago, is getting down near $1000 and this price may come down even further as the demand grows.

For readers who use braille there is an excellent aid known as an "Optacon," a portable device about the size of a cassette recorder that converts letters into tactual images when a small probe is passed over a line of print. The drawback here is that quite a bit of training is required for readers to gain proficiency with the Optacon, and the cost of the machine is quite high. However, the U.S. Bureau of Education of the Handicapped does fund Optacon training programs and will assist in obtaining a machine for students who complete the training program.

Even with aids and electronic devices, librarians must provide a great deal of assistance to visually handicapped students. They need personal attention and guidance in performing most library routines from consulting a card catalog—a frustrating chore for the visually impaired—to learning how to make the best use of library materials purchased for their use.

ED. NOTE—Mr. Henne is former IMC Coordinator, New Hampshire Materials Center for the Visually Handicapped, Manchester.

Suppliers

American Foundation for the Blind
15 West 16th St.
New York, N.Y. 10011
Publications, aids & appliances, films

American Printing House for the Blind, Inc.
1839 Frankfort Ave., P.O. Box 6085
Louisville, Ky. 40206
Instructional materials; braille, large print & recorded textbooks; aids & appliances

Christian Record Braille Foundation, Inc.
4444 So. 52nd St.
Lincoln, Neb. 68506
Braille reading materials, transcriptions

Dakota Microfilm Co.
501 N. Dale St.
St. Paul, Minn. 55103
In-stock & custom large print books

G. K. Hall & Co.
70 Lincoln St.
Boston, Mass. 02111
Large print books

Howe Press of Perkins School for the Blind
175 No. Beacon St.
Watertown, Mass. 02172
Reading materials, aids & appliances

Johanna Bureau
22 W. Madison St., Suite 540
Chicago, Ill. 60602
Braille, large print & recorded books

Library of Congress, Div. for the Blind & Physically Handicapped
1291 Taylor Street, N.W.
Washington, D.C. 20542
Talking book service, braille books

Microfilm Co. of California
1977 So. Los Angeles St.
Los Angeles, Calif. 90011
In-stock & custom large print books

National Braille Assn.
Braille Book Bank
85 Goodwin Ave.
Midland Park, N.J. 07432
Braille textbooks, reading materials, custom transcriptions

National Braille Press, Inc.
88 St. Stephen St.
Boston, Mass. 02115
Braille textbooks, reading materials; custom transcriptions

Pelco Sales Inc.
351 E. Alondra Blvd.
Gardena, Calif. 90248
Closed circuit TV systems

Recording for the Blind, Inc.
215 East 58th St.
New York, N.Y. 10022
In-stock & custom recorded textbooks

SFB Products
221 Rock Hill Rd.
Bala-Cynwyd, Pa. 19004
Special & adapted instruments & materials

Southern Microfilm Corp.
900 W. 34th St., Box 1824
Houston, Tex. 77018
In-stock & custom large print

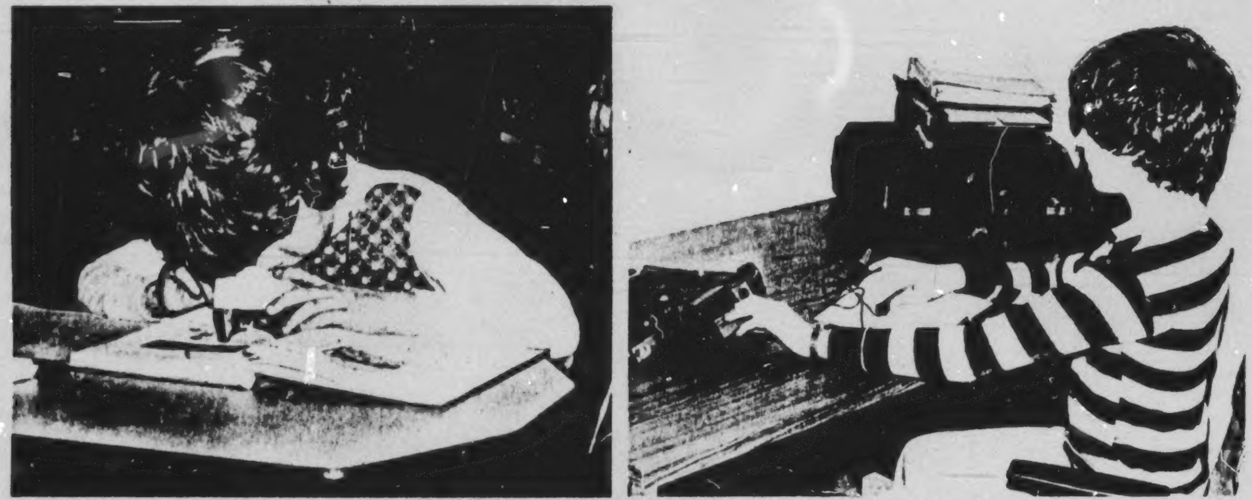
Telesensory Systems, Inc.
1889 Page Mill Rd.
Palo Alto, Calif. 94304
Optacon, Speech+ talking calculator, electronic devices

Visualtek
1610 26th St.
Santa Monica, Calif. 90404
Closed circuit TV & microfiche reader

Volunteer Services for the Blind, Inc.
919 Walnut St.
Philadelphia, Pa. 19107
Braille reading materials & custom transcriptions

Volunteer Transcribing Services
205 E. Third Ave., Suite 201
San Mateo, Calif. 94401
In-stock & custom large print books

Xavier Society for the Blind
154 East 23rd St.
New York, N.Y. 10010
Braille, large print & recorded textbooks & reading materials



(Left) The stand magnifier gives consistent focal length; (right) the Optacon enables Braille readers to read regular print

Books for Children Who Cannot See the Printed Page

TALKING BOOKS is a term that's been around long enough to have seeped into general usage, and yet it seems that many librarians still have only a vague notion of what they really are, where they come from, and who qualifies to use them. The rapidly growing efforts to help children and young people with special needs make it imperative that librarians and teachers understand that talking or recorded books symbolize a wealth of materials and services available to children who are visually or physically handicapped.

The National Library Service for the Blind and Physically Handicapped (NLS) is the arm of the Library of Congress that is charged with the production and distribution of recorded and braille books. In addition to providing books and magazines in special formats, NLS offers a wide range of support services through a network of more than 160 cooperating libraries in the United States, Puerto Rico, the Virgin Islands, and Guam. Each state, municipality, or agency in the network funds basic library services for the blind and physically handicapped. Each year, funds appropriated by Congress to regional and local libraries provide books, playback equipment, reference services, development of new technology, and bibliographic information. These funds also go toward the training of volunteers who assist with machine repairs, braille transcriptions, and narration.

Parents, teachers, and librarians serving children in public libraries and public or private schools can secure braille or talking-book services for eligible children by requesting application materials from the appropriate regional library. NLS publishes a free directory of the cooperating libraries, *Library Resources for the Blind and Physically Handicapped*, which is available on request. All reading materials, playback equipment, and library services are provided free of charge to children who cannot read standard print because of limited vision or who have physical limitations which prevent the necessary manipulation of books.

Braille & Talking-Book Production

Although NLS began producing braille and recorded books for adults in 1931, it was not until 1952 that Congressional legislation enabled it to produce materials for children. Since that time hundreds of children's books have been made available in braille, print/braille, cassette, and disc formats. There are also available children's magazines and a wide range of music instruction materials. The basic selection philosophy is that handicapped children are entitled to the same range of reading materials enjoyed by non-handicapped friends and classmates, so book titles selected for production each year include picture books and all genres of fiction and nonfiction at varying levels of interest and difficulty for children from preschool through junior high-school ages.

Transforming the print versions of such childhood favorites as H. A. Rey's *Curious George* (Houghton, 1941) and E. B. White's *Charlotte's Web* (Harper, 1952) into braille and recorded editions is a costly, complex process. Although these forms have very different characteristics from traditional books, the policy of NLS in producing materials is to provide the most faithful rendering possible of the original work. The books are not abridged, nor are they dramatized or set against musical backgrounds. The goal is to give readers the same books that are available to fully sight-

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by Margaret Bush

---

ed readers. There are, of course, some problems in trying to accomplish this.

Pictures are an important feature of many children's books. However, a book will succeed in braille or on a disc or cassette only if the story or text makes sense without the pictures. For readers who cannot see very well—or perhaps not at all—the important pictures are those conveyed just by words. Some illustrations, such as maps and charts, can be produced in braille books as raised line drawings. Important pictures can be mentioned or described in a recording, but this procedure confuses children, and most of the time the decision is made to eliminate pictures.

There are special considerations in producing picture books for younger children. Each year several books are done in a print/braille format—printed text and pictures with brailled text accompanying the print on each page. These books may be read together by blind children and sighted adults or blind adults and sighted children. Special effort is made to provide picture books that stimulate other senses than vision. These include the popular "scratch and sniff" books containing fragrance strips and a few titles that have special inserts to touch such as Dorothy Kunhardt's beloved *Pat the Bunny* (Western, 1962). The picture books selected for production include a wide range of stories, songs and rhymes, and alphabet, counting, and simple information books.

Older children require a larger and more diverse collection of books to fit their wide range of interests and abilities. Catherine King, the children's literature specialist who constantly reads new books and selects the children's books and magazines to be brailled and recorded, also considers older books which have remained popular with children and are especially well written. Twice a year she meets with an Advisory Committee on Selection of Children's Books. Members of this committee are selected for their expertise in children's literature, public library service to children, or service to blind and handicapped children in one of the libraries of the network. A second advisory committee, composed of readers and librarians, meets annually to discuss readers' needs and preferences in all areas of the NLS collections.

Once selections have been made, the materials are sent to contracting agencies which have professional recording studios or braille presses. All master copies, braille and recorded, are sent back to NLS where they are carefully examined by proofreaders for accuracy before making quantities of copies for distribution to the cooperating libraries.

The braille and talking-book collections for children are similar in scope but not identical in the titles they contain—though occasionally the same book may be done in both formats. Currently, for instance, special efforts are being made to produce the most recent editions of the *Boy Scout Handbook* (S. & S., 1979) and cub scout handbooks. The recorded versions will include verbal descriptions of many diagrams which are carefully developed by NLS staff in the Washington, D.C. sound studio, while raised line drawings are constructed for the braille editions by American Printing House for the Blind in Lexington, Kentucky. A smaller number of books are brailled than are recorded since fewer people are able to use them. Recorded books most appropriate for children in preschool through third grades are usually produced on discs since the necessary playback equipment is easiest for this age group to use. Books for older children are now most frequently recorded on four-track cassettes. All recordings are done at special slow speeds so that a maximum amount of listening can be offered on each record or cassette (and copyright holders can be assured that only eligible readers will use the materials).

Eligible Borrowers

Several categories of visual or physical handicaps qualify children to receive talking-book services. Any child who lacks the necessary vision to read standard print is eligible. So is a child who has any one of numerous physical limitations which might prevent holding a print book or turning its pages. The application form for the material must be signed by a professional in the fields of medicine, social work, or education—which includes librarians. A physical handicap may also be a learning disability which has physical causes; a physician must certify an application in this latter category. An eligible borrower need not have a permanent disability. NLS service may be used temporarily or for a lifetime, depending on need.

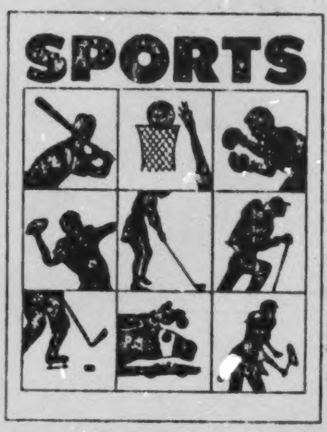
All children registered for NLS library services are entitled to receive both a disc player and a cassette player since all talking books are recorded at very slow speeds and cannot be played on standard commercial players. New readers receive appropriate catalogs of braille or recorded children's books; catalogs are issued every two years and are usually available in large print, disc, and braille formats. There are also two NLS magazines, *Braille Book Review* and *Talking Book Topics*, issued bimonthly to announce all currently produced books. Readers may use the order forms included in these magazines to request books from their library. They may also have the library select books for them at regular intervals. The books are mailed to the reader and are returned to the library by mail without a postage charge.

Braille and recorded books and playback equipment are provided primarily for the personal home use of qualified children; however, a teacher may register an eligible child for equipment and materials to use at school. These requests are granted whenever equipment is available. The teacher has a responsibility to ensure that only eligible students are permitted to use the materials. As more children with special needs are being taught in regular classrooms, teachers often find that the wide selection of books provides handicapped children with opportunities to read the same books as sighted classmates. Nonfiction titles can also be used to augment classroom teaching on many subjects.

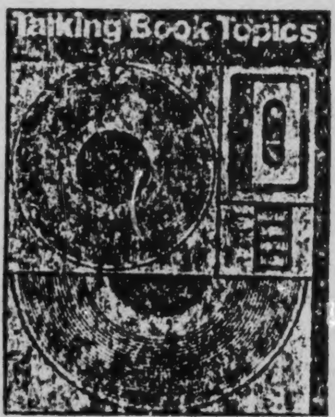
NLS Services

In addition to the braille and talking books and playback equipment provided without charge by NLS, libraries in the network use state or local funds to purchase other materials such as large-print books and commercial recordings. Also, many libraries work closely with volunteer organizations to produce braille and recorded materials requested by individual readers and are otherwise unavailable to them. Volunteers may also narrate books by local authors or magazines which are regional or local in character or enjoyed by special interest groups. Since the libraries are part of a well-organized national network, the locally produced materials are often available through interlibrary loan to readers in other states.

Other NLS services are deposit collections (varying numbers of titles with a scheduled rotation) and the necessary equipment are loaned to any institution that serves 10 or more eligible users such as a school for the handicapped, hospital, nursing home, or public library. Libraries that do not have the requisite number of readers may request a smaller set of demonstration materials to use in explaining the service to potential borrowers.



Science Fiction



Materials (available from NLS) published by the Library of Congress include (above) *Reading Is For Everyone*; (left) *Sports & Science Fiction*, booklists, and *Talking Book Topics*, a listing of discs, cassettes, and magazines for children and adults

Other Material Sources

Although the collections and services of NLS and the network libraries are quite comprehensive, there are many things which cannot be provided either because of legal restrictions or budgetary constraints. Inevitably, librarians and teachers who become first-time users of the service are somewhat frustrated to find that this is not a one-stop source for all the materials they may need. In many cases, staff members in the network libraries or at NLS can help locate needed items through the NLS union catalog and producers' and library catalogs.

Because an extended production schedule is necessary for braille and recorded editions of books, there is a time lag between the publication of a print book and its availability in special formats from NLS. It must be remembered that no book can be produced without permission from the copyright holder. Because the Library of Congress prepares these books for nonprofit purposes and for users who might otherwise never be able to read them, most publishers and authors usually grant permission without charge. Today, publishers of children's books often sell prepublication rights to other companies that will film their books or record or publish paperback editions. Sometimes the companies holding these subsidiary rights feel that Library of Congress recorded editions infringe upon their marketing rights and deny permission or stringently limit production.

Production costs for each title are very high, so the general policy is to select only those books which will be popular with most readers. It is impossible for NLS to produce every title readers might wish to use but there are other ways of supplying requests. As mentioned earlier, many organizations and individuals throughout the country will braille or record books for particular needs, and network libraries can provide specific information about this kind of service. Teachers and librarians wanting to utilize NLS materials in classroom work are urged to plan ahead. Time is a problem—such materials simply cannot be supplied for immediate use.

Textbooks and curriculum materials are the largest category of items which are not produced or distributed by NLS. While the Library of Congress is charged by its legislation to provide recreational reading and trade books to the blind and physically handicapped, Congress has provided other funding for textbooks for this audience. Each year, money is appropriated to an HEW account from which states may purchase braille and recorded textbooks from the American Printing House for the Blind. Textbooks are also recorded upon request and free of charge for individual needs by Recording for the Blind, a volunteer organization based in New York.

Librarians Can Help

For many reasons—including ignorance and embarrassment—families often fail to find help for a child with special needs. The NLS staff works continually to expand public and professional awareness of its program. Free information packets including application materials are available on request from the National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, D.C. 20542. Librarians are encouraged to order these packets and become familiar with them so they can share the information with parents of children who are having difficulty seeing print or have other problems limiting their use of books.

Librarians and teachers should assume a vital role in helping visually and physically handicapped children receive the benefits of the reading material available to them through the NLS braille and talking-book program.

UNIT 22, LIBRARY SERVICES FOR THE HEARING IMPAIRED

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will be aware of special needs that a hearing impaired student may require when using the library.	a. View the filmstrip, Why Am I Different?: I Am Deaf.	1. Turn in cassette. Date ____________
2. Library personnel will be aware of special services in library collections, (i.e, equipment and programming) that may be necessary when hearing impaired students are using the library.	b. Read in *Special Child in the Library* and study "The Hearing Impaired Student" and "Library Services for Hearing Impaired", pp. 14-15.	2. Take the Post-test. Date ____________
	c. Study attached "Terms for Library Services for the Hearing Impaired".	
	d. Read the attached "Hearing Impaired Lesson".	
	e. Select 1 of the following 2 projects and prepare it for this lesson. 1. Prepare a story to tell to a class which has hearing impaired students. Be sure to use visual aids; record it on a cassette. 2. Prepare a library skills program to present to a class which has hearing impaired students. Be sure to use visual aids; record it on a cassette.	

RESOURCES: Textbook: *Special Child in the Library*, pp. 14-15.
Filmstrip: Why Am I Different?: I Am Deaf
Attached Reading: "Terms for Library Services for the Hearing Impaired"
Article: "Hearing Impaired Lesson", School Library Journal, January 1979, pp. 27-29.

LIBRARY SERVICES FOR HEARING IMPAIRED LESSON

I. Special characteristics of hearing impaired students.

  A. Sight is a deaf student's basic means of obtaining information and learning.

  B. Eye contact must be established before any message or communication with him can occur.

  C. Communication is by means of:
    1. Speechreading or lip reading. (10,000 times to learn first word).
    2. Sign language
    3. Fingerspelling
    4. Interpreter (hearing person listens and then fingerspells or signs or lipreads).

  D. Deafness affects a student's speech. There is nothing wrong with his vocal cords but since he has never heard sounds, he does not know what they sound like. The quality of a hearing impaired persons' speech is directly related to the extent of loss as well as the age at onset of the loss.

  E. Deaf children will often speak loudly or softly since they cannot hear and do not know the right volume.

  F. Intelligence same as national average but language performance in a deaf child is much lower than the average. His sentence structure is very simple, and the simpler the information and the shorter the explanation, the easier it is for a deaf child to understand.

  G. Reading problems quite naturally follow language retardation so many hearing impaired students are poor or reluctant readers.

  H. Deaf student often has difficulty in following directions.

  I. Deaf students can be a discipline problem because they cannot hear and understand and their attention wanders.

  J. Sometimes they may appear rude, but this is usually because they cannot hear you and do not realize they are being addressed.

II. Suggestions for working with hearing impaired students in the library.

  A. Personnel
    1. Must be aware, understanding, patient, and tolerant of their special needs.
    2. Must use all their training and skill in developing and implementing library programs to meet their needs since this background can affect a child's future use of libraries.
    3. Talk in complete, brief sentences in a normal manner.
    4. Do not over enunciate, but speak clearly and use natural gestures.

5. If student did not understand you, reword what you said instead of repeating it.
6. Point to objects or people so that student will have a better chance of understanding you.
7. Use as many signs, diagrams, and visual aids as possible to help students get around and find what they want in the library.
8. When you need to get their attention, do it very gently and naturally so as not to startle them.
9. Arrange field trips to public libraries so they have the idea of using public libraries all through life.
10. Avoid seating the child facing bright lights.
11. Do not stand with your back to a window or bright light as this casts shadows on the face and makes speech reading difficult.
12. Try not to move around the room while talking.

B. Services and programming

1. Storytelling
    a. Must be visual in nature.
    b. Be sure student is sitting directly in front of you at eye level so he can watch your facial expressions and body movements easily.
    c. Your face should be well lighted.
    d. When a darkened room is used for AV materials, make sure that you are standing in a lighted area so that if there is need for communication, the deaf child can see you.
    e. Films and filmstrips should have written captions.
    f. Slides and flannel board extremely useful because students can be actually involved and stories using these media can be produced locally and you can adjust content to your needs.
2. Learning center for individualized, self paced instruction where filmstrip projectors are set up with instructions on how to proceed with specially designed lesson plans.
3. Instructions in library skills.
    a. Each lesson designed to teach only one concept at a time.
    b. Use visual material with every lesson.
    c. Be prepared to provide individualized instructions.
4. Use of the card catalog.
    a. Because of their language retardation, the deaf usually need more assistance in using card catalogs than other students.
    b. Card catalog should contain many "See" references from simple terms to the more difficult subject headings.
    c. Frequently a child cannot spell a subject they are interested in, so you will have to determine what and spell the word for them.

5. Reading programs should be designed for a slower or reluctant reader.

        a. Some type of reward program where there efforts are recognized.
        b. Coordinate with their teachers since they know ability of their students.

C. Library collection
    1. Books
        a. readable for them
        b. meet their interest/maturity level
        c. contain pictures that reinforce the text (comics)
        d. selection aids
            1. Spache, George D. Good Reading for Poor Readers. Revised edition, Garrard.
            2. Strong, Ruth, Gateway to Readable Books, Wilson, 1975
        e. Audio-visual collections
            1. Be sure that you have some films and filmstrips which have been captioned for the hearing impaired.
    2. Read-alongs--for maximum effectiveness, these require the use of individual headsets.
        a. Book-record
        b. Book-tape
    3. Music
        a. Hearing impaired children enjoy disco music and other types of music with definitive beats.

Sources: Organizations offering assistance to deaf Media Services for the Handicapped, part of BEH. Captional Educational and recreational films for adults and children, available free to elegible groups. New Mexico State Library Services for the Handicapped, Santa Fe.

TERMS FOR LIBRARY SERVICES FOR THE HEARING IMPAIRED

Audiologist	a person trained to test levels of hearing.
Audiometer	a machine to test hearing and "0" is normal hearing and is measured in decibles. Anything below is subnormal.
Hearing Aid	machine used to amplify sound, will pick up any sound, so deaf must learn to select what is important to listen to.
Otologist	medical doctor.
Residual hearing	what hearing they have to work with.
Feedback	hearing aide will whistle like a mike, something wrong with hearing aide.
Conductive loss	some kind of blockage or infection of the middle ear. (Can quite often be corrected by surgery).
Sensori-Neural hearing loss	damage to nerve fibers which connect the inner ear to the brain.
Captions	written explanations (usually appearing on the bottom of a picture) of what is being said when viewing audio-visual materials.
Pre-lingually deaf	individual who becomes deaf before the acquisition of language; there reading and language skills will be much less than those of the next group.
Post-lingually deaf	individuals who become deaf after language and oral communication skills were developed.

Helping Hearing Impaired Students

by Mary Jane Metcalf

Because of the nature of deafness, hearing impaired children do not have access to the same sources of information as their hearing counterparts. Many messages from radio, television, and other forms of mass media are unaccessible to the deaf. Therefore, it is essential that libraries help disseminate the world's fund of information to the hearing impaired. Librarians can and should provide the means for children with this handicap to independently study and learn. Hearing impaired children can and must be taught how to use a library to its fullest extent.

In many instances hearing impaired children are retarded in the language arts, specifically reading. This retardation varies according to the degree of hearing loss. Students with moderate hearing losses typically use run-on sentences and omit prepositions, plural suffixes, and tense suffixes. The language of profoundly deaf students is typified by the omission of conjunctions, articles of speech, and prepositions, or an incorrect choice of prepositions or articles.

Reading problems quite naturally follow language retardation. These problems are not just due to a limited vocabulary. Hearing impaired children have difficulty with syntactical structure, idiomatic expressions, and multiple meanings—things which are not always controlled in so-called high interest/low vocabulary books. For example, when one of our high school teachers showed a filmstrip to her literature class, one frame included a caption that read, "She made a mad dash down the stairs." When the teacher asked the students what "mad dash" meant, they said that it meant "angry soap."

Avenues of Learning

Children with significant hearing losses learn primarily by sight. For this reason ideas and concepts must be presented in a visual format in order for the children to understand them. An illustration showing a person writing at a desk aids in making the word "author" much clearer than just a written, spoken, or signed definition.

Conversely, instructing with pictures alone may not suffice because hearing impaired children have some difficulty interpreting illustrations. Their language handicaps make it difficult for them to infer reactions, conversations, or events which are not specifically depicted in the illustrations. In order for hearing impaired children with significant hearing losses to understand a concept or story, librarians should use both pictures and total communication (using spoken and manual communication) simultaneously.

Hearing impaired children often have different interests than those of their learning counterparts. The extent of this difference is open to argument, but there is no question that differences do exist. There are children whose interest and maturity levels are practically the same as those of their hearing peers and there are hearing impaired children whose interests and maturity levels are much lower than what is considered the norm for their age levels.

Storytelling

Storytelling is an experience of which no child should be deprived. It gives children important cultural knowledge, expands their experience, and stimulates their interest in books. For this reason, storytelling is a major part of my program for kindergarten through junior high.

Hearing impaired children can derive almost as many benefits from a storytelling session as hearing children. However, a lot depends upon which method of storytelling is used. Every method I use is visual in nature. The reason is that hearing impaired children miss the pleasurable sounds, such as

Mary Jane Metcalf, shown reading with a student, is librarian, Illinois School for the Deaf, Jacksonville, Ill.

Comparisons of Visual Mediums

Qualities	Films	Filmstrips	Slides	Flannel Board
Shows motion	yes	—	—	yes*
Allows ample time for explanation		yes	yes	yes
Script can be adapted to different abilities and ages	—	—	yes	yes
Shows actual pictures from the book	yes**	yes**	yes	—

*dependent on teacher manipulation
**dependent on the film or filmstrip used

jingles, the cadence of rhymes, and vocal inflections which are a part of storytelling sessions for hearing children. During early childhood and the lower grades, hearing impaired children are dependent upon the adults around them for the presentation and interpretation of all types of literature. They *need* to have the visual experience in order to enjoy and understand the story. Parents of the hearing impaired should be encouraged to tell stories at home and read and talk about the library books that their children bring home.

Visual mediums for storytelling include films, filmstrips, slides, and the flannel board. I have found that some of these methods are more effective than others. (See table above.)

Because slide stories and flannel board stories meet more of the necessary requirements for hearing impaired children, they understand stories in these mediums better than those told on film or filmstrips (and they can be more actively involved in the story as it is being told). Slide and flannel board stories can be locally produced. This gives the storyteller control over what content is included.

I have used each of the four methods singly and in combination to increase the children's understanding and enjoyment of a story. For example, "The Brave Little Indian," a participation story, is presented in a slide format and is a very simple story about an Indian boy who goes hunting for a bear. After I have twice presented the slide story, I run the film "Little Hiawatha" showing Hiawatha, as a boy, looking for a bear. This is a perfect combination because the children are treated to a repetition of the story and the story is told through the use of two mediums.

For another storytelling unit based on Aileen Brothers' *Sad Mrs. Sam Sack* (Follett), I use slides and a flannel board. Because the slides do not fully show the effects of the actions of this woman who fills her house with animals, flannel board figures are used to enhance the visualization of the story which increases understanding.

Library Instruction

The library skills K-8 curriculum that I created is designed to prepare students to use the library with a minimum of assistance once they reach high school. Every lesson is planned to teach one library skill or concept at a time followed by review exercises. The number of review exercises depends upon the complexity of the concept or skill and the capabilities of the children. For example, in discussing the meaning of book titles, I show the students some books, point out the titles, and then have them find and tell me the titles of other books. This lesson is reviewed before going on to the next step. However, teaching other areas in a library skills curriculum (e.g., use of the card catalog) is much more difficult and will take much longer to get across to students.

Because hearing impaired children learn visually, I use visual material with every lesson. Overhead transparencies are used extensively because they are easily made, easily stored, and can be easily viewed by the entire class. I don't find that commercially produced audio materials such as cassette tapes are useful with the hearing impaired or deaf students.

In teaching library skills to hearing impaired children I find these points are helpful to remember:

- Get teachers involved in what you are doing since they can reinforce the skills you are teaching.
- Teach one skill at a time.
- Repeat a statement two or three different ways if students do not understand it the first time and review lessons.
- Always use visuals and total communication.
- Provide individualized instruction.
- Be sure to repeat or review lessons and to teach the most basic library skills.

Using the Catalog

Even though hearing impaired students are taught to use the card catalog, their language retardation makes it difficult for them to find materials. The card catalog should contain many "see" references from simple terms to the more difficult subject headings. For example, a hearing impaired child might not think to look under the heading AUTOMOBILES if he or she is looking for a book about cars. Frequently, the children cannot spell a subject they are interested in. If this is the case, they will probably approach the librarian and start describing the subject and the librarian will often have to determine what they want and spell the word for them.

At the Illinois School for the Deaf, we devised our own simplified subject heading listing based on *Sears List of Subject Headings*, 11th ed., by Barbara M. Westby (Wilson, 1977). Instead of using AUTOMOBILES, we use CARS AND TRUCKS. We use very few of the standard subdivisions because our students simply do not know what the terms mean. The standard subdivisions just make a complicated tool even more complicated to use.

If your card catalog cannot be tailored to meet the needs of a few hearing impaired children, remember that these children need much more assistance in using card catalogs than other students.

Reading Programs

It is very important to constantly encourage hearing impaired students to read. Because of their language handicap, they frequently become reluctant readers. Many just look at pictures but do not try to read the text. How do I persuade these children to actually read their books? One approach is to institute some kind of reward program whereby the students receive recognition for every book read. In checking on whether or not the books have actually been read, we consider the ability of each child. The amount of cooperation received from their teachers is also important. If you chose to require book reports as a method of checking, then leniency is required! From my experience, most hearing impaired children have great difficulty writing coherent book reports. If you insist on grammatically-correct book reports, writing assignments will be very tedious for the children and will take all of the enjoyment out of the incentive program. It's better to have students give oral book reports.

Teachers are an invaluable source of assistance in a reading incentive program. They know the abilities of their students; they can assist in deciding what evaluation method to use, and some teachers might even be willing to use class time to help in determining suitable books for students and follow-up reading evaluations.

Materials & Aids

Because hearing impaired children can be easily discouraged, they should be provided with books that are readable for them, meet their interest/maturity level, and contain visuals that reinforce the text. Although there are numerous so-called high interest/low vocabulary books on the market, many of them contain too many difficult language patterns and sentence structures. They do not have sufficient illustrations. I have found that books with a wide disparity between interest levels and reading levels (e.g., 8th grade interest/3rd grade reading), usually are illustrated and are easier for the students to read.

One particular type of high interest/low vocabulary reading material (that has long been an anathema to librarians, educators, and parents) is comic books. Although they were once condemned, comics are used as valuable tools in the constant struggle to attract reluctant readers. Comics have such a universal appeal that now some textbooks are published in comic book formats. Two such educational series are *Awareness Pictorial Books* (DAVCO Publishers) and *Career Awareness Program* (King Features). Our library has educational comics, Classic Comics, and popular comic books (Donald Duck, Batman, etc.) that are sold at newstands. All of them are useful in encouraging students to read.

I use four book selection aids in finding appropriate materials. They are: Spache's *Good Reading for Poor Readers*, Strang's *Gateways to Readable Books*, McCarr's *Materials Useful for Deaf/Hearing Impaired*, and the teachers suggestions. Some excellent high interest/low vocabulary books are listed in these sources. Two reading series that I purchased upon the recommendation of a teacher were the Scholastic's *Sprint Books* and *Action Books*. Not only do these have grade levels ranging from 2.0 to 3.9, and an interest range of grades 7 to 12, and a mature format, but they are well illustrated.

Periodical collections and reference collections do not need to be altered for hearing impaired students. However, librarians should remember that these children will seek help in understanding the language in the periodicals and reference books.

Audiovisual collections should be supplemented with films which have been captioned for the hearing impaired. To date, approximately 900 educational and 700 general interest and theatrical 16mm films have been captioned and are available on a free loan basis to any agency serving the hearing impaired. For information on the captioned films program write to: Captioned Films and Telecommunications Branch, Bureau of Education for the Handicapped, United States Office of Education, Washington, DC 20202.

Photos: Robert Engle

Metcalf—telling a story via sign language and flannel board (top), and guiding a group in a reading activity (bottom)

Librarians, who have not already done so, may want to purchase professional books on deafness. There are numerous books which overview the pathology of deafness, the methods of instruction and communication, and relevant topics to inform parents, teachers, and others working with the hearing impaired. The chief sources of professional books (and books in sign language) are:

Alexander Graham Bell
Association for the Deaf, Inc.
3417 Volta Place, N.W.
Washington, DC 20007

Gallaudet College Bookstore
Gallaudet College
Washington, DC 20002

National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910

Discipline

A common misconception is our library is quieter than other school libraries because hearing impaired children supposedly cannot talk. It seems that hearing people equate deafness with an absence of vocal chords. Actually, the library is noisier than many other libraries. The reasons are that hearing impaired children can talk or make vocal sounds because they have the same anatomical apparatus as hearing people: hearing impaired children have difficulty controlling the loudness of their voices because they cannot hear themselves: staff talk loudly to children with residual hearing as a part of total communication, and in order to get the attention of another student at the same table, a student will often rap on the table and the vibrations attract the other student's attention.

The handicap of deafness demands *awareness*, *understanding*, *patience* and *tolerance* in a library setting. It is crucial that hearing impaired children *use* their library resources. A librarian's attitude toward them and skill in developing and implementing library programs to meet their needs, can drastically affect a child's future use of libraries.

Selection Aids

Spache, George D. *Good Reading for Poor Readers*, Garrard, 1974.

Strang, Ruth. *Gateway to Readable Books*. Wilson, 1975.

McCarr, Dorothy. *Materials Useful for Deaf/Hearing Impaired: An Annotated Bibliography*, 1976. (Available from Dormac, Inc., Box 1622, Lake Oswego, Oregon 97034).

Publishers' Addresses

Davco Publishers, 5425 Fargo Ave., Skokie, IL 60076.

Follett Publishing Company, 1010 W. Washington Blvd., Chicago, IL 60607.

King Features, Educational Division, Dept. 1254, 235 East 45th St., New York, N.Y. 10017.

Scholastic Book Services, 904 Sylvan Ave., Englewood Cliffs, N.J. 17632. ◀

UNIT 23, LIBRARY SERVICES FOR THE PHYSICALLY HANDICAPPED

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will be aware of special needs of physically handicapped students and their requirements concerning library use.	a. View the filmstrip, Why Am I Different?: I Can't Run.	1. Take the Post-test. Date________
2. Library personnel will be aware of special services and materials in library collections, (i.e., equipment and programming) that may be useful when physically handicapped students are using the library.	b. Read in Special Child in the Library, pp. 150-152 and "Library Adaptations for the Handicapped", pp. 95-97.	
	c. Read the attached "Physically Handicapped Lesson".	
	d. Learn the attached "Terms for Library Services for the Physically Handicapped".	

RESOURCES: Textbook: Special Child in the Library, pp. 150-152 and pp. 95-97.

LIBRARY SERVICES FOR THE PHYSICALLY HANDICAPPED

I. Special characteristics of physically handicapped students.

A. Not all require a special education classroom.

B. Same feelings and emotions as non-handicapped children.

C. Do not treat special, treat like you would any student.

D. Students prone to high degree of frustrations because they have to work so hard to get around.

E. Often have poor self-concept and are lonely.

F. They need to be encouraged to develop independence.

G. Physically handicapped students may or may not have some degree of mental retardation.

1. Cerebal Palsy-different kinds but all concern a malfunction of the brain and affect motor ability. In addition to motor ability problems:
   a. Speech or language problem present in 50% of students.
   b. Many are far-sighted.
   c. Convulsive disorders present in 85% of the students.
   d. Some degree of mental retardation occurs in 75% of students.

2. Other physically handicapping conditions
   a. Muscular dystrophy
   b. Spina Bifida
   c. Spinal cord injury
   d. Osteogenisis imperfects or brittle bones
   e. Limb deficiency
   f. Juvenile Rheumatoid Arthritis
   g. Epilepsy
   h. Juvenile Diabetes
   i. Hemophilia
   j. Cystic fibrosis
   k. Sickle Cell Anemia
   l. Caradiac conditions

II. Suggestions for working with physically handicapped children in the library.

A. Major problem is that they have trouble getting to the library services.

1. The card catalog needs to be low enough for all students in wheelchairs.

2. Shelving not too high, not too low, and aisles wide enough to accomodate wheelchairs.

3. Special furniture usually not needed, but be sure there is enough room for wheelchairs to move. (Round tables accomodate wheelchairs better than square or rectangular ones).

4. Carpeting should be tight woven so that wheel chair and crutches move easily.

B. Physically handicapped students require more time to move about so don't rush them.

C. Special adaptation in the books and audio visual collections and in library programming usually not needed.

TERMS FOR LIBRARY SERVICES FOR THE PHYSICALLY HANDICAPPED LESSON

Congenital	conditions present at or before birth regardless of cause.
Anoxia	Impaired or inadequate oxygen supply to the brain.
Arthrogryposis	a congenital disease in which children are born with stiff joints and weak muscles.
Cerebral Palsy	Inability to control movement of arms, legs, head, or trunk due to brain malfunction and/or brain damage. This disorder is present at or shortly after birth and is non-progressive.
Freidreich's Ataxia	a type of cerebral palsy (a genetic disorder) in which gait or walking pattern is broad-based and flat-footed. Poor balance.
Athetosis	a type of cerebral palsy characterized by spontaneous involuntary movements of arms and fingers and grimacing of face. Legs may also be involved.
Muscular Dystrophy	a progressive weakness of all muscle groups characterized by a degeneration of muscle cells and their repalcement by fat and fibrous tissue.
Osteogenesis Imperfecta	the term means imperfect bone formation and is commonly called brittle bone disease.
Epilepsy	A convulsive disorder during which the person has seizures. This may take the form of loss of consciousness and voluntary control of muscles to an extreme degree of momentary lapses in action.
Spina Bifida	one defects in the spinal vertebrae due to abnormal fetal development resulting in partial or complete paralysis in the lower limbs.
Cystic Fibrosis	a terminal hereditary disorder characterized by chronic lung disease, pancreatic deficiency, and high levels of sweat electrolytes, which cause a serum-like sweat.

UNIT 24, LIBRARY SERVICES FOR THE MENTALLY HANDICAPPED

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will be aware of special needs of mentally handicapped students and their requirements concerning library use. 2. Library personnel will be aware of special services and materials in library collections, (i.e., equipment and programming) that may be necessary to help mentally handicapped students in the library.	a. View the filmstrip, I Am Different. b. Read in Special Child in the Library pp. 65-68 and pp 114-117. (In "Special Education and the School Librarian", pp. 95-97. c. Read the attached "Mentally Handicapped Lesson". d. Learn the terms from the attached "Terms for Library Services for the Mentally Handicapped". e. Study the Appendix and learn the definition for each of the disabilities listed and the terms associated with each. f. Prepare a story to tell to a class which has mentally handicapped students. Record it on a cassette.	1. Turn in cassette. Date________ 2. Take the Post-test. Date________

RESOURCES: Textbook: Special Child in the Library, pp. 65-68 and pp. 114-117.
Filmstrip: I Am Different (Why Am I Different series)
Attached Reading: "Mentally Handicapped Lesson"
"Terms for Library Services for the Mentally Handicapped"
Appendix: Additional definitions and characteristics of various disabilities.

MENTALLY HANDICAPPED LESSON

I. Definition: Mentally Handicapped

The mentally handicapped child is one who exhibits significant subaverage general intellectual functioning with deficits in adaptive behavior, which originates during the developmental period. Intellectual development, adaptive behavior and academic achievement are significantly below peer age group.

II. Characteristics of mentally handicapped. Mentally handicapped individual may exhibit any combination of the following characteristics:

1. Inappropriate aggressive behavior.
2. Appears not to respond to external stimuli or may respond inappropriately.
3. Has difficulty following directions.
4. Has difficulty comprehending social situations.
5. Immature social behavior.
6. Is hesitant in approaching new learning situations.
7. Is highly excitable.
8. Is highly frustrated when unable to comprehend tasks.

III. Suggestions for library services for the mentally handicapped:

A. General
1. Get to know students individually so that you can find out what their interests and their activities are.
2. Use activities which involve all their senses i.e., picture books, puppets, storytelling, films, games, etc.
3. Their attention span tends to be limited, so keep activities short.
4. They are often hyperactive and easily distracted, and you may need to keep directing their attention back to what you are doing.
5. Heavy use of audio-visual such as filmstrips, records and games.
6. Mentally handicapped students usually need more help in using the library-- you may wish to arrange for additional staff to help these chuldren when they come to the library.
7. Arrange field trip to public libraries so they have an idea of using public libraries all through life.

B. Book collections:
1. Animals, family life, and children their own age are favorite subjects.
2. Picture books are very good.
3. Be sure you have plenty of high interest, low vocabulary books, and easy to read books available.

C. Films or filmstrips:

1. Two short ones are better than one.
2. Use one which is bright with lots of action

3. Use ones which repeat a single action and don't rely on a train of thought.
4. When using filmstrips, you can stop and discuss points that need explanation.

D. Storytelling:

1. Value of storytelling for the mentally handicapped:
    a. Teaches new vocabulary.
    b. Stretches attention span.
    c. Introduces new ideas.
    d. Provides a socializing experience.
2. Suggestions:
    a. Storyteller should have purpose in mind, and not simply use as time filler.
    b. Mentally retarded students have a short attention span, so use short stories.
    c. Use stories with simple words, familiar settings, and ideas they understand.
    d. Pictures shown as a story is read tends to increase their understanding, and should be judged on their ability to explain the text, and should be representative non impressionistic.
    e. Choose stories in which something is happening.
    f. Cumulative folktales like Henny Penny and The Gingerbread Boy are good because they have action and repeat the same idea.
    g. Warm-up discussion good.
    h. Storyteller needs to know story very well so that he can easily stop and start again if interruptions occur.
    i. If students are not interested, bring story to an end quickly.
    j. When using visual material to help explain the story, try to use something that does not require an opaque since students will not be able to see the storyteller and this is distracting.

UNIT 25, LIBRARY SERVICES FOR CHILDREN WITH OTHER HANDICAPPING CONDITIONS THAT INHIBIT THEIR ABILITY TO LEARN

OBJECTIVES	ACTIVITIES	EVALUATION
1. Library personnel will be able to name and define three disabilities that inhibit a student's ability to learn.	a. Read and study, "Behaviorally Disordered, Communication Disordered and Learning Disabled: Definitions, Characteristics and Suggestions for working with these Children": and "Terms Associated with Handicapping Conditions"	1. Turn in 6 review cards. Date__________
2. Library personnel will be familiar with several characteristics of each of these conditions.		2. Take the Post-test. Date__________
3. Library personnel will be aware of some of the special needs of these children in a library situation.	b. In Special Child in the Library, read: "Selecting Picture Storybooks for Young Children with Learning Disabilities, pp. 48-51. "The School Library and Children with Learning and Behavior Problems", pp. 117-123.	

RESOURCES: Textbook: Special Child in the Library: Author: Baskin and Harris
Unit Reading: "Behaviorally Disordered, Communication Disordered and Learning Disabled: Definitions, Characteristics and Suggestions for Working with these Children"
and
"Terms Associated with Handicapping Conditions"

BEHAVIORALLY DISORDERED, COMMUNICATION DISORDERED AND LEARNING DISABLED

Definitions, characteristics and suggestions for working with these children.

I. Behaviorally Disordered

A. Definition:

There is no generally accepted definition of the behaviorally disordered student. A practical definition for the educational setting is:

> A child's behavior when disordered behavior deviates significantly from the norm and interferes with his/her ability to learn and/or interact successfully with peers and staff. (Behavior must be evaluated in the context of the socio-cultural background of the child).

B. Characteristics of the Behaviorally Disordered.

1. Possesses an unrealistic and/or negative self-concept.
2. Experiences serious interpersonal problems.
3. Distorts reality, including setting either unobtainable or unrealistically low goals.
4. Is disorganized in thought and attempts to carry out meaningful actions.
5. Achieves academically below the level expected based on ability.
6. Generally behaves inappropriately for his or her age and sex and is excessively dependent on others.

C. Suggestions for working with Behaviorally Disordered children.

1. Learn as much as you can about any behaviorally disordered child as you can before working with the child.
2. Meet the child and possibly let the child visit the library informally before beginning any regular program.
3. Clearly communicate to the child that you expect a reasonable standard of behavior before beginning any regular program.
4. Establish suitable consequences for the child's behavior with the regular teacher to insure a consistent pattern of behavior reinforcement.
5. Discover the child's academic and behavioral ability level. A child should have generally successful experiences, therefore, it is necessary to know what the child can succeed at 90% of the time.
6. Remember the child is a child and you can expect him/her to respond as most of your other students do to your behavior management and instructional techniques.

II. Communication Disordered

A. Definition:

The Communication Disordered child is one who exhibits language, articulation, voice and/or fluency disorders which are outside the range of acceptable variation in a given environment or culture and inconsistent with his chronological and/or mental age. (A child who is a native speaker of a language other than English or is bilingual may exhibit similiar behavior. This is not an exceptionality but an inherent problem in second language learning.)

B. Speech Impairments:
   1. Articulation Disordered - defective production of phonems (speech sounds) that interfere with intelligbility of speech. Types of misarticulations include: substitution of one phoneme for another: omission of phonemes in words: phonemic destortions: and inappropriate additions of phonemes.
   2. Voice Disorder - abnormality in pitch, loudness or quality resulting from pathological conditions or inappropriate use of the vocal mechanism that interferes with communication or produces maladjustment.
   3. Fluency Disorder - disruptions in the normal, rhythmic flow of verbal expressions that occur frequently, or are markedly not noticeable and are not readily controllable by the pupil. These disruptions occur to the degree that the pupil and/or his listeners evidence reactions to the manner of speech and the disruptions so that communication is impeded.

C. Language Impairment: Problems associated with comprehending, expressing or otherwise functionally using spoken and/or written language where no significant degree of sensory or motor encapacity, mental retardation or emotional maladjustment is present as the primary disabling condition.

D. Characteristics of Communication Disordered:
   1. Hesitates to participate in verbal activities.
   2. Inattentive
   3. Difficulty following directions in class, particularly when given to a group.
   4. Difficulty comprehending spoken language.
   5. Embarrassed or disturbed by his speech, regardless of his age.
   6. Difficulty "tuning in" to tasks or switching tasks.
   7. Trouble understanding assignments and has to be "shown" what to do.

E. Suggestions for working with Communication Disordered:
   1. Do not rely on verbal communications only to impart the meaning of a story.
   2. Use a multi-media approach including many visual aides, puppetry, and AV materials.
   3. Allow children to act out responses or explanations through charade type situations.
   4. Praise when intelligable verbalization occurs.
   5. Select high interest-low vocabulary materials.
   6. Make all communications direct and simple.
   7. Allow students to use many forms of non-verbal communication.

III. Learning Disabled

A. Definition:

Although there is no single acceptable definition of learning disabled, the following definition is the most widely accepted:

> Children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language and/or symbols, spoken or written. This disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. (This does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or environmental, cultural, or economic disadvantage.)

B. Three distinguishing factors that must be present in the identification of a child with a specific learning disability:

1. Exclusion Factor - child does not have learning problems due primarily to mental, physical, visual, hearing, emotional impairments, or an environmental disadvantage.
2. Academic Factor - child has a discrepancy between expected and actual academic achievement and/or expected development resulting in a listening, thinking, talking, reading, writing, spelling or arithmetic disorder.
3. Process Factor - child has a process disorder in the ability to express, receive and/or integrate information.

C. Characteristics of Learning Disabled.

1. Hyperactivity - the child is in almost constant motion. When seated some part of the body continues to move.
2. Perceptual Motor Impairments - an inability or difficulty in identifying or discriminating visual or auditory symbols.
3. Emotional stability - Some children may be nervous and high strung and have low frustration levels or weak self-concepts.
4. General coordination deficits - a noticeable lace of coordination in some area.
5. Disorders of attention - inability to stay on task.
6. Impulsivity - react suddenly to a wide variety of events with actions that do not appear to be contemplated.
7. Disorders of memory - inability to remember past experiences. Some children have difficulty with experiences in the distant past, others with experiences in the recent past. Some children cannot recall visual symbols where others cannot recall auditory messages.
8. Specific learning disabilities - inability to perform in a certain academic area.

9. Disorders of language - any problem in language usage that is not related to communication disorder or bilingual- in its broadest sense.

C. Suggestions for working with Learning Disabled children:
   1. Find out as much as possible about the child and the particular problem area before starting the regular program.
   2. Select a specific behavior or skill for the student to work on and assess the student's progress at each session.
   3. Conduct any assessments in a natural manner.
   4. Use the results of each assessment to plan future goals for each learning disabled child.
   5. Keep an open mind and look for the latest research findings on methods that are effecting the learning disabled children.

TERMS ASSOCIATED WITH HANDICAPPING CONDITIONS

The letters which perface each definition tell the exceptionality to which the term is most often associated.

BD - Behaviorally Disordered
CD - Communication Disordered
LD - Learning Disabled

* These terms are commonly used in education and are important for all children to achieve maximum learning. Any handicapped child, regardless of the handicapping condition, may have noticeable problems in any of these areas.

(LD)	Aphasia	Impairment of the ability to use or understand oral language. It is usually associated with an injury or abnormality of the speech centers of the brain. Several classifications are used, including expressive and receptive, congenital, and acquired aphasia.
(LD)	Auditory perception	The ability to interpret or organize the sensory data received through the ear.
*(BD) (LD)	Behavior modification	A technique for controlled change of human behavior based on the theory of conditioning. Careful observation of events preceding and following the behavior in question is required. The environment is manipulated to reinforce the desired responses and extinguish the undesired responses, thereby bringing about the desired change in behavior.
(LD)	Brain-injured child	A child who before, during, or after birth has received an injury to or suffered an infection of the brain. As a result of such organic impairment, there are disturbances which prevent or impede the normal learning process.
*(BD)	Distractibility	The inability to hold one's attention fixed on a given task for more than a few seconds.
(LD)	Dyslexia	Impairment of the ability to read.
(CD)	Expressive language skills	Skills required to produce language for communication with other individuals. Speaking and writing are expressive language skills.
*(LD)	Figure-ground perception	The ability to attend to one aspect of the visual field while perceiving it in relation to the rest of the field.

(LD) Gross motor activity	Activities or output in which groups of large muscles are used and the factor of strength is primary.
(BD) Hyperactivity	Excessive mobility or motor restlessness.
(LD) Laterality	Involves the awareness of the two sides of one's body and the ability to identify them as left or right correctly.
(LD) Modality	The pathways through which an individual receives information and thereby learns. The "modality concept" postulates that some individuals learn better through one modality than through another. For example, a child may receive data better through the visual modality than through his auditory modality.
(LD) Perception	The process of organizing or interperting the raw data obtained through the senses.
*(LD) Perception of position in space	The perception of the size and movement of an object as it relates to the observer and his previously acquired knowledge about himself and his environment.
*(LD) Perception of spactial relationship	The perception of the positions of two or more objects in relation to each other.
(BD) Perserveration	The tendency to persist in an activity despite the fact that it may lack relevance in the particular stimulus situation. However, the activity probably had initial relevance. Example: Child is asked to draw a square. He may continue to draw squares until someone stops him or he may continue to draw squares even though he is later requested to draw circles, lines, etc.
(CD) Receptive language	Language that is spoken or written by others and received by the individual. The receptive language skills are listening and reading.
(LD) Visual-motor coordination	The ability to coordinate vision with movements of the body or parts of the body.
(LD) Visual perception	The identification, organization, and interpretation of sensory data received by the individual through the eye.

LIBRARY COORDINATOR'S EDITION

OF

EXPANDING LITERARY HORIZONS FOR CHILDREN

A TRAINING MANUAL FOR ELEMENTARY SCHOOL LIBRARY AIDES

ESEA TITLE IV PART C

GADSDEN INDEPENDENT SCHOOL DISTRICT
P.O. BOX DRAWER 70
ANTHONY, NEW MEXICO 88021

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INTRODUCTION

In the Gadsden Independent School District, a series of workshops were presented as part of a training program for elementary school library aides. These sessions emphasized library service to children. The workshops discussed children's literature, library use, the teaching of reference skills, and meeting the special needs of children in the library.

These workshop sessions became the nucleus for this manual, Expanding Literary Horizons for Children.

The training manual accompanied by a resource kit containing books, pamphlets, filmstrips and cassettes, provides the library aide with a course of study to develop her skills in the various areas of elementary school library work. This program is designed for use by the library coordinator. It may be used either with the aides, on an individual basis, or in workshop sessions. Although more time-consuming, the workshop sessions on each unit have proved to be very effective for in-service training. Progress is evaluated through a series of pre and post-tests.

Before beginning the training sessions, it is essential that the coordinator become thoroughly familiar with the entire course, particularly the "Objectives" and "Activities" of each individual unit. Also, it is necessary to obtain all suggested resource materials before beginning the course of study, so that materials are on hand when needed.

I. Selection of Units to be Studied

Expanding Literary Horizons for Children consists of a series of units which has been divided into three sections:

Library and Reference Knowledge
Learning About Children and Books
Meeting the Special Needs of Children

First, the Library Coordinator should examine the units in order to decide if every unit in the three sections is to be studied, then the coordinator must plan the course of study in a given time frame. It is recommended that more than two semesters be allotted if all three sections are to be covered in their entirety. However, should the Coordinator discover that the aides are fairly well versed in library and reference skills, she may wish to quickly review those units and concentrate on Sections II and III. Conversely, if there is no immediate need for training aides to work with sight and hearing impaired students and the physically and mentally handicapped, she may wish to postpone the study of those units until the need arises. Another possibility would be to select only the units on the slow learner and the gifted child from Section III. In that case, the course might be covered in one school year, with the last five units taught separately at another time.

If all the units in each section are to be taught, at least three semesters should be allotted. Many of the units in the literature section contain valuable exercises in reading a sampling of children's books and writing review cards. These exercises can be very time-consuming, but they are very important if the aide is to derive full benefit from her training. However, sufficient time should be scheduled for this assignment.

Another possible schedule begins the first section of the manual in January, completing it before the close of the school year. If plans have been made to study the section on Children and Books the following September, aides would have an opportunity to read the required number of children's books during the summer vacation. If that option is exercised, all pre-tests must be taken before the vacation begins so that the aides may be given their copies of the manual for Section II.

II. Resource Materials

A list of resource materials for individual units is found at the beginning of each of the three sections of the manual. At the end of the Coordinator's copy of the manual there is a general bibliography listing books and pamphlets, filmstrips, cassettes and video-cassettes. Required resources are listed for each unit with the exception of Unit 18, "A Multi-Media Approach to Children's Literature". Since this entire unit is devoted to AV materials, emphasis is placed on listening to and viewing a variety of items. (For your convenience, a copy of that list has been included immediately following this introduction.) At least one example from each category on the list should be made available to the aides.

PLEASE NOTE: The AV items (except Preludes and the video-cassettes) are not adult training materials. They were designed for use with elementary school students. Therefore, their use is not limited to the training of library/media center personnel.

If necessary, you may wish to substitute AV materials that you already have in your district or can obtain on loan. However, when purchasing AV, please keep the following in mind:

Unit 10, "Reading Aloud and Storytelling"

If you have video equipment available, you may wish to have your aides view some of the excellent video-cassettes on storytelling. A list of these has been provided in the bibliography.

Unit 15, "Fiction"

For this unit it is necessary that the aides listen to the dramatization of a full length novel. Several titles have been suggested. We recommend a cassette or phonodisc produced by Miller-Brody or Caedmon, but the choice of a title is up to you.

Unit 16, "Non-Fiction"

The filmstrip series, Protective Adaptation in Animals, was selected as representative of informational material presented on film. The series may also be used during a book talk on nature or animals, or as a background for animal stories. Any good film or filmstrip of this type may be substituted as long as its function is clearly stated to the aides.

Unit 17, "Biographies"

The filmstrip series American Biographies illustrates biographical information presented on film. It can also be used to motivate students to read biographies. Any good film or filmstrip depicting a famous person's life may be substituted.

III. Evaluation Procedure

Before beginning the course, it is recommended that the participants are pre-tested over the material to be studied.

Three groups of pre-tests are administered:

Group 1 --- Pre-tests for units 1-7

Group 2 --- Pre-tests for units 8-18

Group 3 --- Pre-tests for units 19-25

These groups of tests may be given consecutively, but not all three groups on the same day.

The tests are then scored and graded individually, unit by unit,--not as a group. The participants may be given their pre-test scores, but they are not to review the tests. These pre-tests are designed to measure the aides' knowledge of the material before commencing the course of study. The unit pre-tests are identical to the unit post-tests, which are used to check progress. After an individual unit is studied and the assignments completed, the participant is ready to take the unit post-test. The students may examine the corrected post-tests and discuss the answers.

At the completion of each of the three sections of the course, the coordinator may wish to administer a general post-test. These are the Section Post-Tests. The test for Section I has 75 questions, the test for Section II has 80 questions, and the test for Section III has 30 questions. These questions are taken from the unit tests.

In order to get a section pre-test score (to compare with the post-test score), follow the instructions on the sheet headed METHOD FOR DETERMINING SECTION PRE-TEST SCORE and the accompanying sample score sheet.

NOTE ABOUT TEST PROCUDURE

The tests in this manual may be used in several ways to determine competence of the student. The decision rests with the instructor and depends on what the instructor believes will give the students the most useful information.

The unit pre-tests may be used for the post-tests if the questions in the pre-test adequately reflect the scope of information that the instructor wants the students to learn. Use of the same tests for both pre and post-tests makes the tests a part of the instructional process. The questions in the pre-tests in this manual are selected to reflect more specific knowledge rather than general knowledge.

The section post-tests may be used for both pre-tests and post-tests if the instructor's main purpose is to assess and instruct for general broad knowledge in the area.

Finally the tests can be used exactly as outlined in the manual. All field test data in this manual are derived from this approach.

IV. Test Scores and Record Keeping

The objectives for each unit are clearly stated and success can be measured through written assignments, exercises, and oral presentations completed to the satisfaction of the Coordinator. The over-all assessment of the course is based on a 50% reduction in errors on the post-tests.

After scoring the individual unit tests, it is important to post the necessary information on the Section Pre-Test Score Sheets. Record number of errors and percentage of correct answers. A participant scoring 85% or above on the Section Pre-Test, may, with the approval of the Coordinator, be exempt from studying the units in that section and taking the accompanying unit post-tests. However, in Section II of the manual, "Learning About Children and Books", it is recommended that even if an aide places out of the entire section (or an individual unit) she should still be asked to read the required number of children's books, to write review cards for those books, and possibly to read the accompanying material in the text book.

In order to score 85% on the Section Pre-Test Score Sheet, it would be necessary to have:

11 errors or less on the Section I Score Sheet
12 errors or less on the Section II Score Sheet
4 errors or less on the Section III Score Sheet

If a grade of 90% or above is achieved on an individual unit pre-test, the aide may be exempted from studying that unit, but again it is recommended that the Section II reading assignments still be required.

A chart has been provided for determining the percentage of correct answers on the tests. It is not necessary to compute percentages for individual unit tests with scores below 90%, nor section test scores below 85%. In those cases, record just the number of errors, since the goal is a 50% reduction in errors.

The easiest way to keep track of written assignments, tests, and the progress of each aide is to maintain a separate file folder for each participant. The test results and completed assignments may be recorded directly on each file folder. Charts have been included which may be stapled to the folder.

The review cards should be turned in together with a copy of the books reviewed so that the information written on the review card may be checked by the coordinator. As soon as this has been done, the books and review cards may be returned to the aide.

An evaluation form for oral storytelling presentations has been provided (copy is also included in Unit 10 of participant's copy of the manual). The Coordinator may wish to devise a similar form for assessing oral library skills presentations.

V. Completion of Course

In the Gadsden Independent School District, Expanding Literary Horizons for Children is part of the regular in-service training given to all new elementary school library/media center aides. This eliminates any resentment aides might have when suddenly confronted with the extra work involved in completing a course of study.

Recognition is given to those participants successfully completing the course and certificates are presented to the aides by the Superintendent.

In one district where this material was being field tested, the Assistant Superintendent arranged for the aides to receive Continuing Education Credit through the local college.

If pay incentives are offered to paraprofessional personnel based on workshop credits, arrangements might be worked out within the district to have this course approved for credit.

MULTI-MEDIA FOR THE LITERATURE PROGRAM

A. Reading of a short story, tale or excerpt from a story and storytelling techniques.

Examples to use with students:

Anderson, Hans Christian. The Emperor's New Clothes and Other Tales. (Caedomon/cassette)

Kipling, Rudyard. Just So Stories and Other Tales. (Caedmon/cassette)

Lear, Edward. Nonsence Stories and Poems. (Caedmon/cassette)

Sandberg, Carl. Rootabaga Stories. (Caedmon/cassette)

For the Professional:

Storytelling video cassettes (New Mexico State Library, Media Co-ordinating Center)

B. A recording of a dramatizing or a full length novel:

Examples:

Anne Frank: The Dairy of a Young Girl read by Julie Harris (Spoken Arts/cassette)

Greene, Bette. Summer of My German Soldier. (Miller-Brody/cassette)

Lindgren, Astrid. Pippi Longstocking. (Viking/cassette)

Norton, Mary. The Borrowers. Read by Claire Bloom. (Caedmon/cassette)

Wojciechowska, Maia. Shadow of a Bull. (Miller-Brody/cassette)

C. The filmstrip version of a picture book.

Examples:

*Potter, Beatrix. The Tale of Peter Rabbit. (Weston Woods/filmstrip/cassette)

*Ransome, Arthur. The Fool of the World and the Flying Ship. (Weston Woods)

D. The filmstrip version of a folktale or legend.

Examples:

American Folk Heroes and Tall Tales. (Troll filmstrip/cassette)

American Indian Nature Legends. (Troll filmstrip/cassette)

Rib-Tickling American Folktales. (Troll filmstrips/cassettes)

E. Filmstrip that introduces a theme in literature.

Examples:
Reading for the fun of it:

**Getting Hooked on Fantasy.* (Guidance Associates/filmstip/cassette)

Literature for Children: "Historial Fiction" (Pied Piper/filmstrip/cassette)

F. Films or filmstrip prrsenting background material.

Examples:
*European Mythology Series (BFA Educational Media)

*Protective Adaptation in Animals (Coronet)

G. "Meet the Author/Illustrator" filmstrip.

Example:
Beverely Cleary. (Miller-Brody/filmstrip/cassette)

H. Multi-media materials concerning books and the teaching of literature.

Examples to use with students:
Tracing a Legend: The Story of the Green Man. (Weston Woods/filmstrip/cassette)

How a Book is Made. (Media Plus Inc. dist. by Miller-Brody/filmstrip/cassette)

How a Picture Book is Made. (Weston Woods/filmstrip/cassette)

Morton Schindel: Voices from the Wilderness: The Art of Recording Children's Stories. (Weston Woods/cassette)

Wood and Linoleum Illustrations. (Weston Woods/filmstrip/cassette)

Examples for the professional:
Prelude: Series 1. "Bringing Books to Life Through Drama", by Virginia Reid. (CBC/cassette)

Prelude: Series 2. "Using Folklore as an Introduction to Other Cultures", by Anne Pellowski. (CBC/cassette)

"Children's Responses to Books", by Charlotte S. Huck. (CBC/cassette)

Prelude: Series 5. "Building Blocks of Language: The Word, The Story and The Book", by Bernice E. Cullinan (CBC/cassette)

I. Multi-media materials about poetry.

Examples to use with students:

Ciardi, John. What do You Know About Poetry? (Spoken Arts/cassette)

Favorite Poems to Read, See and Hear Series. (Troll/filmstrips/cassette)

Gathering of Great Poetry for Children. (Caedmon recording)

Golden Treasury of Children's Verse. (Spoken Arts recording)

Kuskin, Karla. Poetry Explained. (Weston Wood/filmstrip/cassette)

Literature for Children: Series 4 - Haiku, Descriptive Words, Sounds of Poetry, and Humorous Verse. (Pied Piper/filmstrip/cassette)

Pick a Peck o' Poems. (Miller-Brody filmstrip/cassette)

Examples for the professional:

*Prelude: Series 1. "Reading Poetry Aloud", by Sam Sebesta. (CBC/cassette)

Prelude: Series 2. "Enjoying Poetry with Children", by Leland B. Jacobs. (CBC/cassette)

Prelude: Series 5. "Selecting Poetry for Young People", by Myra Cohn Libingston. (CBC/cassette)

PLEASE NOTE: The filmstrip versions of books (other than picture books) have not been included on the list because "only a very condensed version of the story can be presented in the manner of a rewritten classic, thus destroying the quality of the writing...."

STORYTELLING EVALUATION SHEET

FINAL DEMONSTRATION TEST

NAME________________________________ March 5, 1979

	YES	NO
1. Did the storyteller know the story?	___	___
2. Did the story have value?	___	___
a. Literary value?	___	___
b. Entertainment value?	___	___
c. Was it a story?	___	___
3. Was the storyteller at ease?	___	___
If gestures were used, were they natural?	___	___
4. Was there good eye contact?	___	___
5. Did the storyteller use good diction?	___	___
6. Was the storyteller's posture good?	___	___
7. Did the story have:	___	___
a. Good beginning?	___	___
b. Logical sequence of events?	___	___
c. Did plot move directly to climax?	___	___
d. Was the conclusion satisfactory?	___	___
8. Could you hear the storyteller?	___	___
a. Did storyteller speak too fast?	___	___
b. Too slow?	___	___
c. Did she sound as if she had good breath control?	___	___
9. Were unnecessary parts left out?	___	___
10. Did the story sound memorized?	___	___

Form made up by: Vera Schraeder
Children's Librarian
Branigan Library
Las Cruces, New Mexico

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METHOD FOR DETERMINING SECTION PRE-TEST SCORE
(SHEETS FOR COORDINATING SECTION PRE-TEST SCORES WITH SECTION POST-TESTS)

The test questions on each of the three Section Post-tests coorespond to questions on the individual unit Pre-tests. A Section Pre-test, as such, is not administered. Instead, all the unit tests for each section of the course are administered as a group:

Section I - Unit Pre-tests for units 1-7.
Section II - Unit Pre-tests for units 8-18.
Section III - Unit Pre-tests for units 19-25.

These tests are scored and graded individually, unit by unit. The coordinator then picks up the appropriate Section Pre-test Score Sheet and marks the unit questions that are incorrect. If an answer on a unit pre-test was incorrect, make an "X" next to that question number on the score sheet if the number appears there. Refere to sample Score Sheet. Three separate score sheets--one for each section--are needed for each participant

Count up "X's" and indicate total number of errors in space provided at the top of the sheet. Then, using the scoring chart, write in % score if it is 85% or above.

When participants have completed all the units in a particular section and the last unit post-test in that section has been administered, they are ready to take the Section Post-test. Then the Pre and Post test scores may be compared. The Post-test goal is 50% reduction in errors. However, if this is not achieved, a score of 85% or above on the Section Post-test is considered adequate.

-SAMPLE-

Name ____________

SECTION III - GADSDEN SPECIAL NEEDS OF CHILDREN
ASSESSMENT PRE-TEST - 30 QUESTIONS
(Coordinator's Score Sheet)

8
Total # errors

73%
% score

Unit 19 Pre-test #'s		Section 3 Post-test #'s	Unit 20			Unit 21			Unit 22			Unit 23			Unit 24			Unit 25		
3.	X	14	1.		1	3.		5	3.		10	2.		11	6.		6	3.		27
6.	X	3	2.		7	7.		17	6.		20	8.		12	7.	X	18	4.	X	26
8.		15	10.		2	9.	X	16	7.	X	9	14.	X	13	13.		19	9.		28
9.		4				16.		24	10.		29							11.		8
11.		21																13.		30
13.	X	22																15.		25
17.		23																		

This participant was pre-tested over units 19-25 (Section III of the manual). From each unit pre-test she answered the following questions nos. incorrectly.

Unit 19 - question nos. 3, 5, 6, 7, 13.
Unit 20 - question nos. 3, 4, 7.
Unit 21 - question nos. 5, 8, 9, 17.
Unit 22 - question nos. 2, 7, 8.
Unit 23 - question nos. 1, 3, 13, 14.
Unit 24 - question nos. 7.
Unit 25 - question nos. 4, 5, 6, 7, 14.

Of those questions answered incorrectly, only the eight which are circled appear on the Section Post-test:

Question 3 from Unit 19 Pre-test appears on the Section Post-test as Question no. 14.
Question 6 from Unit 19 Pre-test appears on the Section Post-test as Question no. 3, etc.
Although the participant missed three questions from the Unit 20 Pre-test, none of those questions appear on the Section III Post-test. Therefore, no errors are shown in the column for Unit 20.
Since the participant made a score below 85% (score was 73%), she is required to study all of the units in the section except Unit 24 in which she had only one error on the unit pre-test and made a score of 93% (on unit tests the "exempt" score is 90% or above).

SECTION I - REFERENCE KNOWL E PRE-TEST - 75 QUESTIONS
(Coordinator' core Sheet)

N

Total # errors ______ % score ______

Unit 1	
2.	47
3.	46
7.	48
11.	16
12.	8
	20
13.	3
15.	17
16.	2
17.	18
18.	73

Unit 2	
1.	44
7.	36
16.	54
20.	13
26.	15
36.	64
37.	10
38.	43

Unit 3	
3.	42
4.	24
5.	11
6.	34
17.	38

Unit 4	
1.	12
2.	39
3.	33
5.	37
15.	22
16.	6
17.	21
18.	25
	32
19.	31
20.	35

Unit 5	
1.	40
2.	61
3.	23
4.	65
5.	7
6.	29
7.	28
9.	66
10.	67
11.	68
12.	69
16.	14
	30
18.	51
19.	52
20.	53
21.	55
22.	70
23.	71
24.	72
25.	4

Unit 6	
1.	5
	27
2.	9
3.	1
9	74
10.	75
11.	26
	41
12.	56
13.	57
14.	58
15.	59
16.	60
17.	62
18.	63

Unit 7	
7.	19
8.	45
11.	
12.	49
13.	
14.	50
15.	
16.	

*If the answers
"A" (date)
and
"I" (author)
appear in 11-16
on unit test, give
credit for nos.
49 and 50.

SECTION II - GADSDEN LIBRARY KNOWLEDGE PRE-TEST
80 QUESTIONS
(Coordinator's Score Sheet)

______________ Name

______________ Total # errors ______________ % Score

Unit 8	
6.	11
10.	5
11.	6
12.	7
13.	8
15.	10

Unit 9	
2.	72
8.	29
9.	30
16.	33
17.	33

Unit 10	
1.	14

Unit 11	
2.	57
3.	55
4.	49
5.	61
6.	51
7.	50
8.	58
9.	56
10.	60
11.	62
12.	63
13.	53
14.	54
17.	59
19.	34
20.	35
21.	36
22.	37
23.	28
24.	11
25.	12
26.	64
27.	65
28.	66
29.	67
30.	68

Unit 12	
1.	38
9. * or 10.	31

*9 or 10 if answer to either is "Grimm"

Unit 13	
1.	41
2.	42
3.	40
4.	43
5.	44
6	45
7.	46
8.	47
9.	48
18.	39

Unit 14	
1.	80
4.	76
5.	19
9.	75
11.	53
12.	74
13.	70

Unit 15	
1.	18
2.	19
3.	20
4.	21
5.	22
6.	23
7.	24
8.	25
9.	26
10.	27
20.	78
21.	69
22.	71
23.	73
24.	77

Unit 16

Unit 17	
7.	9

Unit 18	
2.	13
3.	14
4.	15
11.	16
13	17

SECTION III - GADSDEN SPECIAL NEEDS OF CHILDREN
ASSESSMENT PRE-TEST - 30 QUESTIONS
(Coordinator's Score Sheet)

Name ____________________

Total # errors ________ % Score ________

Unit 19		Unit 20		Unit 21		Unit 22		Unit 23		Unit 24		Unit 25	
3.	14	1.	1	3.	5	3.	10	2.	11	6.	6	3.	27
6.	3	2.	7	7.	17	6.	20	8.	12	7.	18	4.	26
8.	15	10.	2	9.	16	7.	9	14.	13	13.	19	9.	28
9.	4			16.	24	10.	29					11.	8
11.	21											13.	30
13.	22											15.	25
17.	23												

COORDINATOR'S CHARTS FOR RECORDING PARTICIPANT'S SCORES FOR EACH SECTION OF TRAINING COURSE (Optional)

Each section chart lists the units in that section by number and name. The number of questions in the individual unit test is also included. The "minus number in parenthesis indicates the number of permissible errors for a score of 90% or above which determines whether a participant is exempt from studying the particular unit. The "plus or minus column" indicates whether participant reduced number or errory by 50%. (A score of 85% or better on the SECTION PRE-TEST determines if a participant is exempt from studying the section). Each participant's scores may be recorded as follows:

EXAMPLE:

	Section Pre-test	Section Post-test		Unit 37 (-2) Poetry (20 questions) Pre		Post
(# wrong)	-5	-1	Teresa Gonzalez	-7	+	-1
Score	83%	97%				95%

NOTE: The following SECTION CHARTS may be duplicated and used to record participant's scores for each section of the manual.

SECTION I - LIBRARY AND REFERENCE KNOWLEDGE

Section "Pre-Test" Score	Section "Post-Test" Score		Unit 1 (-1)			Unit 2 (-3)			Unit 3 (-1)			Unit 4 (-2)			Unit 5 (-2)			Unit 6 (-1)			Unit 7 (-1)		
			Parts of Book Catalog Card 20 Questions			Card Catalog Dewey Decimal 38 Questions			Encyclopedia 18 Questions			Almanac 20 Questions			Dictionary 25 Questions			Atlas 18 Questions			Magazine & Indexes 16 Questions		
			Pre	±	Post	Pre	±	Post	Pre	±	Post	Pre	±	Post	Pre	±	Post	Pre	±	Post	Pre	±	Post

SECTION II - LEARNING ABOUT CHILDREN AND BOOKS

Section "Pre-Test" Score	Section "Post-Test" Score		Unit 8 (-1)			Unit 9 (-2)			Unit 10 (-1)			Unit 11 (-3)			Unit 12 (-2)			Unit 13 (-2)			Unit 14 (-2)		
			Reading Needs of Children 15 Questions			History of Children's Literature 20 Questions			Reading Aloud and Storytelling 15 Questions			Picture Books 30 Questions			Folk and Fairy Tales 20 Questions			Fables, Myths and Epics 20 Questions			Fantasy 20 Questions		
			Pre	±	Post	Pre	±	Post	Pre	±	Post	Pre	±	Post	Pre	±	Post	Pre	±	Post	Pre	±	Post

SECTION II - LEARNING ABOUT CHILDREN AND BOOKS (cont.)

			Unit 15 (-2)			Unit 16 (-2)			Unit 17 (-1)			Unit 18 (-1)											
			Fiction 20 Questions			Non-Fiction 20 Questions			Biography 15 Questions			Multi-Media 15 Questions											
			Pre	±	Post	Pre	±	Post	Pre	±	Post	Pre	±	Post	Pre	±	Post	Pre	±	Post	Pre	±	Post

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SECTION III - SPECIAL NEEDS OF CHILDREN

Section "Pre-Test" Score	Section "Post-Test" Score		Unit 19 (-1)			Unit 20 (-1)			Unit 21 (-2)			Unit 22 (-1)			Unit 23 (-1)			Unit 24 (-1)			Unit 25 (-1)		
			Slow Learner			Gifted/Advanced			Visually Impaired			Hearing Impaired			Physically Handicapped			Mentally Handicapped			Other Handicapping Conditions		
			18 Questions			10 Questions			22 Questions			10 Questions			15 Questions			15 Questions			15 Questions		
			Pre	±	Post	Pre	±	Post	Pre	±	Post	Pre	±	Post	Pre	±	Post	Pre	±	Post	Pre	±	Post

TABLE FOR DETERMINING PERCENTAGE OF CORRECT ANSWERS

Section I Test
75 questions

-0 = 100%
-1 = 99%
-2 = 97%
-3 = 96%
-4 = 95%
-5 = 93%
-6 = 92%
-7 = 91%
-8 = 89%
-9 = 88%
-10 = 87%
-11 = 85%

Section II Test
80 questions

-0 = 100%
-1 = 99%
-2 = 98%
-3 = 96%
-4 = 95%
-5 = 94%
-6 = 93%
-7 = 91%
-8 = 90%
-9 = 89%
-10 = 88%
-11 = 86%
-12 = 85%

Section III Test
30 questions

-0 = 100%
-1 = 97%
-2 = 93%
-3 = 90%
-4 = 87%
-5 = 83%

Unit Tests (Pre-test exemption on scores of 90% or above).

38 questions

-0 = 100%
-1 = 97%
-2 = 95%
-3 = 92%
-4 = 87

30 questions

-0 = 100%
-1 = 97%
-2 = 93%
-3 = 90%

25 questions

-0 = 100%
-1 = 96%
-2 = 92%
-3 = 88%

22 questions

-0 = 100%
-1 = 95%
-2 = 91%
-3 = 86%

20 questions

-0 = 100%
-1 = 95%
-2 = 90%

18 questions

-0 = 100%
-1 = 94%
-2 - 89%

16 questions

-0 = 100%
-1 - 94%
-2 = 88%

15 questions

-0 = 100%
-1 = 93%
-2 = 87%

10 questions

-0 = 100%
-1 = 90%

FILE FOLDER CHARTS

NOTE: The following three charts may be duplicated and stapled to the file folder of each participant.

Name ________________

+ -	*	UNIT	Test Scores	Assignments	Rec'd.	Date
		Unit 1 Parts of a Book and Catalog Card	Pre - Post -	1. Written library skills presentation 2. Oral presentation. 3. Basic Library Skills answer sheets: 3a, 3b, 5a, 5b, 5c. 4. Post-test		
		Unit 2 Card Catalog & Dewey Decimal System	Pre - Post -	1. Oral presentation on either use of card catalog or dewey decimal system. 2. Basic Library Skills answer sheets: 6a, 6b, 7a, 7b, 8a, 8b, 8c. 3. Post-test		
		Unit 3 Using the Encyclopedia	Pre - Post -	1. Key word exercise. 2. Exercise from Library Skills (Workbook) pp. 14-15. 3. Oral skills presentation. 4. Post-test		
		Unit 4 Using the Almanac	Pre - Post -	1. Basic Library Skills (Workbook) exercise p. 17-18. 2. Oral skills presentation. 3. Post-test.		
		Unit 5 Dictionary Skills	Pre - Post -	1. Basic Library Skills (Workbook) exercise pp. 13 & 23. 2. Oral skills presentation. 3. Post-test.		
		Unit 6 Using the Atlas	Pre - Post -	1. Basic Library Skills (Workbook) exercise p. 21. 2. Oral skills presentation. 3. Post-test.		
		Unit 7 Magazines and Magazine Indexes	Pre - Post -	1. List of 3 articles found in periodical index. 2. List and classification of your library's magazines. 3. Basic Library Skills (Workbook) exercise pp. 27 & 29.		

+
- Column indicated if there was a 50% imporvement between pre and post-test scores.
* Unit pre-test score of 90% or above. Participant exempt from studying unit.
Test scores show errors and percentage correct. (-2/95%)

SECTION I - LIBRARY AND REFERENCE KNOWLEDGE

Section Test
Pre -
Post -

Name ____________________

+ -	*	UNIT	Test Scores	Assignments	Rec'd	Date
		Unit 8 Reading Needs of Children	Pre - Post -	1. 5 review cards 2. Written exercise. 3. Post-test.		
		Unit 9 History of Children's Literature	Pre - Post -	1. 6 review cards. 2. Post-test.		
		Unit 10 Reading Aloud and Story-telling	Pre - Post -	1. Demonstration (reading aloud). 2. Post-test		
		Unit 11 Picture Books	Pre - Post -	1. 10 review cards. 2. Comparison of editions of Mother Goose. 3. Post test.		
		Unit 12 Folktales and Fairy Tales	Pre - Post -	1. 10 review cards. 2. Post-test		
		Unit 13 Fables, Myths and Epics	Pre - Post -	1. 10 review cards. 2. Post-test.		
		Unit 14 Modern Fantasy	Pre - Post -	1. 6 review cards. 2. Written Comparison. 3. Post-test.		
		Unit 15 Modern Fiction	Pre - Post -	1. 6 review cards. 2. Post-test		
		Unit 16 Non-Fiction	Pre - Post -	1. 5 review cards. 2. Post-test.		
		Unit 17 Biography	Pre - Post -	1. 3 review cards biography. 2. 3 review cards collection biography. 3. Written exercise. 4. Post test		
		Unit 18 Multi-media Approach to Children's Literature	Pre - Post -	1. Written exercise. 2. Demonstration of use of equipment. 3. Post-test.		

+
- Column indicates if there was a 50% improvement between pre and post-test scores.
* Unit pre-test score of 90% or above. Participant exempt from studying unit.
Test scores show errors and percentage correct. (-2/95%)

SECTION II - LEARNING ABOUT CHILDREN AND BOOKS

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Section Test
Pre -
Post -

Name ______________________

+ -	*	UNIT	Test Scores	Assignments	Rec'd.	Date
		Unit 19 Services for the Slow Learner	Pre - Post -	1. Written exercise. 2. Post-test.		
		Unit 20 Services for the Gifted/ Advanced Student	Pre - Post -	1. Written exercise. 2. Post-test.		
		Unit 21 Services for the Visually Handicapped	Pre - Post -	1. Cassette 2. Post-test.		
		Unit 22 Services for the Hearing Impaired	Pre - Post -	1. Cassette 2. Post-test.		
		Unit 23 Services for the Physically Handicapped	Pre - Post -	1. Post-test.		
		Unit 24 Services for the Mentally Handicapped	Pre - Post -	1. Cassette 2. Post-test.		
		Unit 25 Services for Students with Other Handicapping Conditions	Pre - Post -	1. 6 review cards. 2. Post-test		

+
- Column indicated if there was a 50% improvement between pre and post-tests scores.
* Unit pre-test score of 90% or above. Participant exempt from studying unit.
Test scores show errors and percentage correct. (-2/95%).

KEY FOR
UNIT [illegible] - EXERCISE

1. gifted child
2. language
3. a. help them build problem solving skills
   b. develop methods of productive thinking
   c. promote acquisition of intellectual skills at an early age
4. essential ingredients
5. complexities of human interaction
6. concepts of number, size, color, special relationships, time, weather.
7. a. shape observational skills
   b. organize information according to some pattern
   c. provide the stimuli for attempts at independent decoding
   d. facilitate acquisition of knowledge
   e. interpret and otherwise communicate information about seen and unseen objects.
   f. categorize, generalize and reveal data.
8. a. phrases
   b. allusions
   c. stories
   d. values
9. illustrations
10. all humanity
11. Fables
12. Fairy tales
13. Legends
14. Myths
15. Noble electric
16. To assist children in comprehending the world in which they live.
17. cross-disciplinary approach
18. drawing, diagrams, photographs, charts, and graphs
19. science mathematics
20. historical time far-removed place
21. recurring human conflicts challenges
22. character goal-setting

23. cultural, societal, religious, political scientific perserverance, ingenuity, courage

24. products shapers

25. intellectually demanding

26. introducing explaining focusing attention

27. comprehension

28. unifying

29. accessible intellectually demanding

30. human needs aspirations

31. dramatizes illuminates ethical philosophical

32. fiction

33. book content developmental level

34. a. characterization

    characters variety dimensionality paradoxicality

    b. plot

    plot must avoid formulas

    c. setting

    settings fantastic foreign domestic

    d. theme

    theme effective

    e. style

    figurative symbolic thought-provoking

35. literary experience

UNIT TESTS

Please Note: When duplicating the following tests, remember that a Pre-Test and a Post-Test from each unit will be needed for each participant.

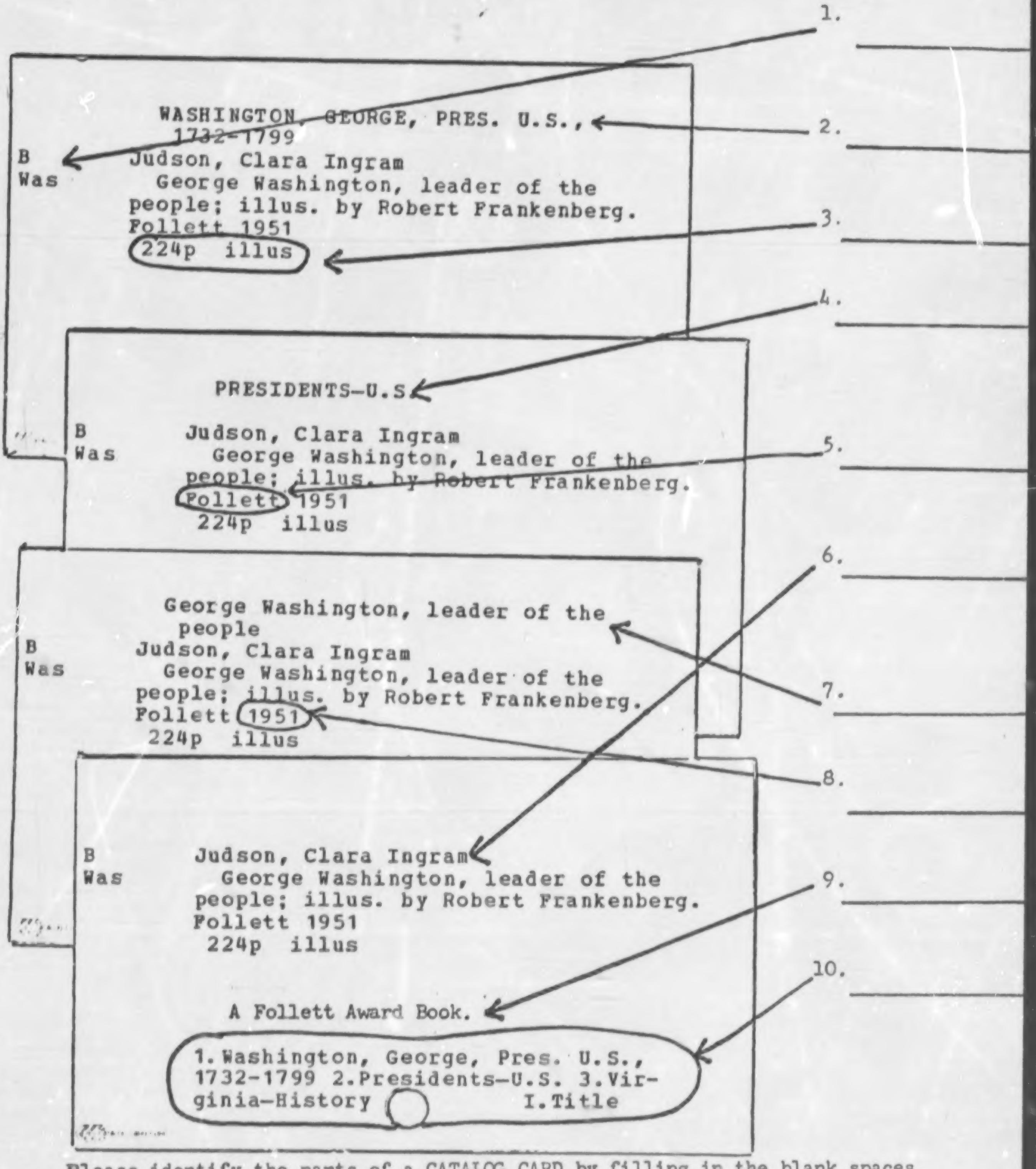
For the "Pre-Test," the unit tests are to be administered in three separate groups.

Group I - Unit Tests 1-7 (Section I)

Group II - Unit Tests 8-18 (Section II)

Group III - Unit Tests 19-25 (Section III)

As "Post-Tests," each unit test will be administered at the completion of the individual unit.



WASHINGTON, GEORGE, PRES. U.S.,
1732-1799
B Judson, Clara Ingram
Was George Washington, leader of the
people; illus. by Robert Frankenberg.
Follett 1951
224p illus

PRESIDENTS—U.S.
B Judson, Clara Ingram
Was George Washington, leader of the
people; illus. by Robert Frankenberg.
Follett 1951
224p illus

George Washington, leader of the
people
B Judson, Clara Ingram
Was George Washington, leader of the
people; illus. by Robert Frankenberg.
Follett 1951
224p illus

B Judson, Clara Ingram
Was George Washington, leader of the
people; illus. by Robert Frankenberg.
Follett 1951
224p illus

A Follett Award Book.

1. Washington, George, Pres. U.S.,
1732-1799 2. Presidents—U.S. 3. Virginia—History I. Title

Please identify the parts of a CATALOG CARD by filling in the blank spaces.

Use the terms listed below:

a. Subject of the book
b. Copyright date of the book
c. Publisher of the book
d. Author of the book.
e. Physical description of the book.
f Title of the book.
g. Notes about the book.
h. Call number.
i. Tracings about the book.

Please fill in the blank spaces using terms provided below.

Glossary
Bibliography
Forward or Introduction
or Preface
Title page
Body of the Book
Index
Table of Contents
Dewey Decimal
Dedication
Copyright page
Appendix

11. An ______________ is a section of charts, graphs and maps. It is usually found at the back of the book.

12. The ________________ is found at the end of a nonfiction book. It is a list of subjects or topics discussed in the book. It is arranged alphabetically and gives the page number on which each topic is mentioned.

13. The ____________________ is a message from the author or another person to his readers which tells why the book was written and what is included in the book.

14. The _________________ is usually the first printed page of the book. It contains the title of the book, authors, illustrators, publishers, and place of publication.

15. A ______________ is a list of technical or difficult words found in a book. Each word includes the definition and sometimes the pronunciation. It is usually located at the end of the book.

16. ______________________ is a system for numbering non-fiction books.

17. A _____________________ is a list of books. The list may suggest other books on the same subject. It may be a list of books the author used to write the book, or it may be a list of other books written by the author. It is located at the end of the book or at the end of each chapter.

18. The ___________________ lists the chapters, topics, or stories in the order of their appearance in the book and the page number where the chapter begins.

19. A ___________________ is an author's message of gratitude or respect to his family or friends.

20. The ___________________ shows the year in which the book was published, it is usually located on the back of the title page.

UNIT 2 - TEST FOR CARD CATALOG AND DEWEY DECIMAL SYSTEM

In what hundred of the Dewey Decimal classification system will you find the following?

1. Painting ____________
2. Flowers ____________
3. Algebra ____________
4. U.S. Government ____________
5. Concerts ____________
6. Dictionary of synonyms ____________
7. Plays of Neil Simon ____________
8. Geography of Mexico ____________
9. Moving pictures ____________
10. Zoology ____________
11. Mormans ____________
12. Cook books ____________
13. Agriculture ____________
14. History of France ____________
15. Health ____________
16. Bible ____________
17. Manners ____________
18. Drama ____________
19. Travel in Asia ____________
20. Encyclopedias ____________
21. Airplanes ____________
22. Folktales ____________
23. Botany ____________
24. Sports ____________
25. Elephants ____________

Complete the following sentences:

26. The ____________________ is an index to the books and audio visual materials in the library collection.

27./28./29. Three ways a book may be listed in a card catalog are by _______________, _______________, _________________.

30./31./32./33. Catalog cards are filed in a card catalog ______________ by the top line except when the first word is _____, _____, or ___ or their foreign language equivalents.

34. If you are looking for a book by a certain author, be sure and look under the author's _______ name.

35. Each drawer of a card catalog is marked with ________ which indicate what cards are filed in that drawer.

True or False:

_______ 36. Biographies are shelved alphabetically by the author's last name.

_______ 37. Vertical file materials are cataloged and assigned a Dewey number.

_______ 38. You would expect to find the years Nixon was president of the United States in an encyclopedia with the copyright date of 1960.

UNIT 3 - TEST FOR ENCYCLOPEDIA LESSON

True or False

__________1. If an encyclopedia is arranged alphabetically you will not need to use the index to locate all the information on the subject.

__________2. Most encyclopedias have subheadings under the main heading to help you locate specific information about the topic.

__________3. Information about people found in a biographical dictionary can often be found in an encyclopedia.

__________4. An encyclopedia is a good source for a factual description of a country.

__________5. "See" and "See also" references in an encyclopedia tell you what audio visual material is available on the subject.

__________6. An encyclopedia contains information on all questions dealing with words.

Underline the word under which you would most likely find the following information in the encyclopedia.

7. What animal carries its babies in a pouch in the front of their bodies.
8. Does a sea gull live in the ocean or on land.
9. How long is a horse pregnant.
10. What country in Africa produces the most diamonds.
11. What is the biggest animal in the world.

In an encyclopedia arranged alphabetically, word-by-word, where would you find the following articles? Underline "before" or "after" to complete each sentence below:

12. In an encyclopedia, you would find the article on electricity (before) (after) the article on electric light.
13. In an encyclopedia, you would find the article on Charleston (before) (after) the article on Charlemange.
14. In an encyclopedia, you would find the article on Saint Louise (before) (after) the article on Saint-Exupery, Antoine de.
15. In an encyclopedia, you would find the article on Macedonia (before) (after) the article on McGill University.
16. In an encyclopedia, you would find the article on Water Pollution (before) (after) the article on watermelon.

Fill in correct answers in the spaces below:

word-by-word
letter-by-letter
line-by-line

In the New Book of Knowledge the article on "Horseback Riding" comes before the article on "Horse Racing" because this encyclopedia is arranged alphabetically 17.________________by________________instead of 18.________________by________________which is used in The World Book encyclopedia.

UNIT 4 - TEST FOR ALMANAC LESSON

True or False

T F 1. An almanac is one of the best sources for current information.

T F 2. An almanac will tell you who won the World Series in 1935.

T F 3. An almanac is a good reference book to use for general information on a given subject for a report.

T F 4. To make the best use of an almanac, you must know how to select the proper subheadings after you have located the main heading in your index.

T F 5. Topics in an almanac are in alphabetical order.

Using the latest almanac that your library has, please answer the following:

Instructions:

Please indicate the name and date of the almanac used.
Underline the key words in each question.
Write the subheading under which the answer was found.
Write the page number the answer.

How many pounds of potatoes were produced in Idaho?

6. Subheading______________________________
7. Page number____________________________
8. Answer__________________________________

What is the boiling point of water?

9. Subheading______________________________
10. Page number____________________________
11. Answer__________________________________

Where is the Aviation Hall of Fame located?

12. Subheading______________________________
13. Page number____________________________
14. Answer__________________________________

Please fill in blanks below using one of the following terms:

Almanac

Encyclopedia

15. The _______________ contains charts giving birth and death dates of important people.

16. An _______________ is a set of books containing information on many topics.

17. An _______________ contains current basic facts about a country.

18. An _______________ contains important voting statistics and events of the previous year.

19. An _______________ is a good source for detailed information about the early career of the past president of the United States.

20. An _______________ contains up-to-date sports records.

UNIT 5 - TEST FOR DICTIONARY LESSON

Circle the correct answer

T F 1. A dictionary will give only the most common definition of a word.

T F 2. Webster's Biographical Dictionary contains information on British and American persons only.

T F 3. A dictionary will give you the definition of a word, but not its part of speech (the way it is used).

T F 4. Guide words are of little use when looking up a word in a dictionary.

T F 5. Special dictionaries define terms and words related to a single subject.

T F 6. A brief sketch of the life of the American author Walt Whitman can be found in a biographical dictionary.

T F 7. The plural form of a word can be found in a word dictionary.

T F 8. A list of abbreviations used in a dictionary can be found in the front of most dictionaries.

Please list 4 things that a dictionary will tell you about a word.

9.
10.
11.
12.

Place the letter symbol for the correct answer in the space next to the number.

a. a biographical
b. an abridged
c. a geographical
d. a thesaurus
e. an unabridged
f. an autobiography

13. A dictionary which contains nearly all the words in a language is ______________________ dictionary.

14. A dictionary which provides information on cities, towns, countries and the location of physical features is called ________________ dictionary.

15. A dictionary of famous people is called ________________ dictionary.

16. To find synonyms and antonyms you should look in a special type of dictionary called ____________________.

17. A dictionary which contains only the most commonly used words is called ______________________ dictionary.

Circle the correct answer.

18. A book in which the author tells the life story of another person is
    - a. a character sketch
    - b. a biography
    - c. a bibliography

19. To find information about an author who has been prominent during the past 20 years, which of the following would be most helpful?
    - a. Twentieth Century Authors
    - b. Dictionary of American Biography
    - c. The Encyclopedia of the Social Sciences

20. When seeking information about a well known figure in America's past, a good starting point would be
    - a. Dictionary of American Biography
    - b. Current Biography
    - c. Contemporary Authors

21. To find the words of famous people on a subject of interest, look in
    - a. a biographical dictionary
    - b. a word dictionary
    - c. a book of quotations

Place the letter symbol for the word in the right hand column, in the blank space in the left hand column.

_______ 22. Meaning of a word

_______ 23. Language the word comes from

_______ 24. A word which means the same as another word.

_______ 25. A book written by a person about his own life

a. autobiography

b. derivation

c. definition

d. biography

e. synonym

f. antonym

UNIT 6 - TEST FOR ATLAS LESSON

Please fill in the blank spaces from the words provided below.

A political map
Legend
A gazetteer
Representative fraction

A symbol
The index to an atlas
a relief map
an atlas

Table of contents
Scale
Thematic map
Route map

1. ____________________ is a map which shows man-made features such as countries, state boundries, principal cities and capital cities.

2. ____________________ is a map that satisfies special needs--climatological, meteorological, archeological, etc. Some examples are maps that show natural resources, agricultural regions, forest and fisheries, energy production and consumption, gross national products, rainfall, international trade.

3. ____________________ represents configurations of the earth's surface including differences in elevation.

4. ____________________ is a finding list of cities, mountains, rivers, population and other features found on maps.

5. A book of maps and statistics about geography is called ______________.

6. A geographical dictionary is called ______________________.

7. The comparative size between the map representation and the actual place being represented is called the __________________________.

8. _______________________ is a picture representation of a word.

9. A line on which distances are marked off is called _______________.

10. ____________________ tells what the symbols that are used on maps mean or represent.

11. ____________________ is a map showing roads, railroads, bridges, etc.

Circle correct answer:

12. If you wish to use an atlas to find the largest ocean in the world, you would look for:
    a. the index
    b. the table of world facts and comparisons
    c. the table of contents.

13. The gazetteer section of an atlas is:
    a. a section showing maps of the sky and space
    b. like a geographical dictionary giving description of places
    c. a section showing economic maps only.

14. When using an atlas, if you wish to locate a city on a map, you should use:
    a. the table of contents
    b. the map index
    c. a table of world facts and comparisons

15. In an atlas, if you wished to find a map showing the distribution of population throughout the world, you could locate it by checking:
    a. the table of contents
    b. the index
    c. the legend

16. A political map shows:
    a. The earth's surface, such as mountains, plains, deserts, rivers, oceans, etc.
    b. The areas as divided by man-made boundaries into countries, states, cities, etc.
    c. Special information, such as distribution of population, products, etc.

Circle the correct answer:

T F 17. Latitude lines on a map are parallel to the equator.

T F 18. One function of maps is to provide a reduced representation of the earth's surface.

UNIT 7 - TEST FOR MAGAZINES AND MAGAZINE INDEXES LESSON

Circle the correct answer.

T F 1. The Readers' Guide to Periodical Literature does not have "See" and "See also" references.

T F 2. The Readers' Guide to Periodical Literature often has subheadings under main entries to help you locate specific aspects of a subject.

T F 3. Another name for a magazine is a periodical.

T F 4. The Readers' Guide to Periodical Literature is an index to newspapers and magazine articles.

T F 5. The entries in the Readers' Guide to Periodical Literature are arranged alphabetically by magazine name.

T F 6. Magazine articles are one of the best sources of current information.

Fill in the blanks below using these terms (Use the letter in place of the word).

a. Date
b. Subject
c. The magazine title
d. Readers' Guide to Periodical Literature
e. Page number
f. The title of the article
g. Volume number
h. National Geographical Index
i. Author

7. ______________________________ will help you find articles in current magazines as well as magazines that are several years old.

8. ______________________________ is an index to articles in one magazine only.

9, 10. The Readers' Guide to Periodical Literature is arranged alphabetically by ______________________ and ______________________.

11, 12, 13, 14, 15, 16. An entry in the Reader's Guide to Periodical Literature or the National Geographic Index will tell you __________, __________, __________, __________, __________, and __________, of a magazine article.

UNIT 8 - TEST ON READING NEEDS OF CHILDREN

List at least 5 needs of children that are met when they read books. Give an example of a book that meets each need. (If you can, describe how this need is met in a book).

EXAMPLE:

Need of child for approval by parents or friends.

Friedman, Frieda. The Janitor's Girl

Caudill, Rebecca. Did you Carry the Flag Today, Charlie?

- -

1.

book:

2.

book:

3.

book:

4.

book:

5.

book:

Circle the correct answer.

T F 6. Part of a child's emotional needs can be satisfied by reading books.

T F 7. Paul Bunyon was an American folk hero whose strength and skill with a hammer helped build the country's railroads.

T F 8. A child's reading level is effected by his/her home background.

T F 9. Books which teach a lesson are always good.

T F 10. "Setting" refers to the time and place of the story.

T F 11. Characters of a story, whether realistic or fantasy, must be convincing to the reader.

T F 12. The action of a story is also called plot of a story.

T F 13. The main idea of a story can also be called the theme.

T F 14. Every good writer writes in the same style.

T F 15. Only books that agree with our own ideas should be included in the library collection.

UNIT 9 - TEST ON HISTORY OF CHILDREN'S LITURATURE LESSON

Match the following titles with the correct authors:

1. ____Swift
2. ____Kipling
3. ____Perrault
4. ____Edward Lear
5. ____Beatrix Potter
6. ____Mark Twain
7. ____McDonald
8. ____DeFoe
9. ____Moore
10. ____Bunyan

a. Adventures of Huckleberry Finn
b. A visit from St. Nicholas
c. Jungle book
d. At the back of the North Wind
e. Robinson Crusoe
f. Pilgrim's Progress
g. The tale of Peter Rabbit
h. Gulliver's travels
i. Fairy tales
J. The nonsense book

11. Didactism means to teach ____________________ lesson.

12. Hornbooks were lessons written on a ________________________.

13. ____________________award is the name of the award given for the outstanding picture book.

14. ____________________award is the name of the award given for the outstanding book for older children.

15. The subject of most early books for children was____________________.

16. Little Women, written in 1868 and still widely read, was written by:
    a. Mary Dodge
    b. John Silver
    c. Louisa May Alcott

17. Pinocchio written by Collodi and published in 1891 is an early example of the idea that:
    a. a toy can come to life
    b. a boy can run away
    c. a man can become a magician

18. The Tales of Mother Goose was written in the late:
    a. 1800's
    b. 1700's
    c. 1600's

19. John Newbery was an English:
    a. writer
    b. publisher
    c. dramatist

20. Robinson Crusoe marked the beginning of:
    a. children's books in England
    b. travel accounts for young people
    c. the contemporary adventure tale.

UNIT 10 - TEST FOR READING ALOUD AND STORY TELLING LESSON

Circle the correct answer

T F 1. Reading aloud should be limited to K-3 grade children.

T F 2. Whether you like the story or not, is not a factor when selecting stories to be read aloud.

T F 3. Never select a story to read aloud that you cannot finish in one session.

T F 4. Non-fiction or informational books should not be read aloud.

T F 5. Poetry is a good selection for reading aloud.

T F 6. Myths are good for storytelling and reading aloud if they are not too long and would not require two or three story periods to tell.

T F 7. A folk tale is usually a good selection for storytelling.

T F 8. Good stories for storytelling are those which begin simply, come to the point, and then end.

T F 9. When telling stories and reading aloud, the tone of your voice is most important, but exaggerating gestures and facial features interfere with the story.

T F 10. Storytelling should not be used to teach a moral lesson.

T F 11. Before you tell or read a story to a class, try to pre-sell it to make sure the class will pay attention.

T F 12. When telling stories or reading aloud, it is not necessary to maintain eye contact.

T F 13. It is necessary to observe audience response when reading aloud.

T F 14. One of the main values of reading aloud to a group is that it provides a group or socializing experience.

T F 15. When telling a story, it is important that you are thoroughly familiar with it.

UNIT 11 - TEST ON PICTURE BOOK LESSON

Match the following titles and authors:

_____ 1. The biggest bear
_____ 2. Arrow to the sun
_____ 3. Curious George
_____ 4. Snippy and Snappy
_____ 5. Mike Mulligan and his Steam Shovel
_____ 6. The story of Babar
_____ 7. Mr. Grumpy's motor car
_____ 8. Andy and the Lion
_____ 9. Where the Wild Things are
_____ 10. Frog and Toad are friends
_____ 11. Blueberries for Sal
_____ 12. Whistle for Willie
_____ 13. A friend is someone who likes you
_____ 14. Freight Train
_____ 15. A birthday for Frances
_____ 16. Juanita
_____ 17. The big snow
_____ 18. Madeline

a. Leo Politi
b. James Daugherty
c. Wanda Gag
d. Lynn Ward
e. Berta & Elmer Hader
f. Ludwig Bemelmans
g. H. A. Rey
h. Joan Walsh Anglund
i. Jean de Brunhoff
j. Virginia Lee Burton
k. Beatrix Potter
l. Maurice Sendak
m. Russel Hoban
n. Arnold Lobel
o. Donald Crews
p. Robert McClosky
q. Gerald McDermott
r. John Burningham
s. Ezra Jack Keats

_____ 19. The illustrations in alphabet books are used to help children:

a. learn new games
b. learn to identify shape and representative sound
c. learn to distinguish color

_____ 20. Picture books with things to count on each page are called:

a. number books
b. box books
c. counting books

_____21. Little Bear by Minarik is a family story useful for a:

a. beginning reader
b. advanced reader
c. pre-school reader

_____22. The Cat in the Hat introduces children to the numerous rhymes of:

a. Leonard Kessler
b. Martha Alexander
c. Doctor Seuss

_____23. Mother Goose rhymes are:

a. old fashioned
b. poems for children
c. verses about geese

Circle the correct answer

T F 24. The artist's illustrations in children's books contribute to their appeal to children.

T F 25. Art in children's books clarifies the text and adds information not found in the text.

Match the artist (illustartor) with the famous book that he illustrated:

Title	
_____ 26. Kenneth Graham's WIND IN THE WILLOWS	a. Garth Williams
_____ 27. Munro Leaf's FERDINAND THE BULL	b. Robert Lawson
_____ 28. Marjorie Flack's STORY ABOUT PING	c. Arthur Radkham
_____ 29. E.B. White's STUART LITTLE	d. Ernest Shepard
_____ 30. A.A. Milne's WINNIE THE POOH	e. Kurt Wiese

UNIT 12 - TEST FOR FOLKTALES AND FAIRY TALES LESSON

Use these words to fill in the blank spaces listed below.

Paul Bunyon
Cumulative tales
Folklore
Black
Tall tales
Talking beast tales
Charles Perrault
Ballad
Grimm Brothers
Fairy tale

1. ____________________ is the songs, stories, myths, and proverbs of people as passed down from generation to generation.

2. ____________________ is a form of folk tale, with or without fairies, in which wonderful things happen through magic and imagination.

3. ____________________ is a folktale told in singing or chanted form.

4. ____________________ is a folktale which keeps repeating a certain phrase.

5. Joel Chandler Harris's Uncle Remus Stories are examples of American folktales that come from ______________ folklore.

6. ____________________ is an example of tall tales.

7. Puss in Boots, Henny Penny, and The Three Pigs are examples of ________________________.

8. ________ ____________ are humorous folktales in which the main characters are usually male and their adventures are widely exaggerated.

9-10. Two of the most famous collections of fairy tales are those done by__________________and________________________.

Match the following stories or characters with the statements which best dexcribe them on the following page:

11.____Rumpelstiltskin
12.____John Henry
13.____Beauty and the Beast
14.____Tom Thumb
15.____Puss in Boots
16.____Paul Bunyon
17.____Hansel and Gretel
18.____My mother the most beautiful woman in the world
19.____Rapunzel
20.____The Seven Ravens

a. American folk hero whose strength and skill with a hammer helped build the country's railroad.

b. Clever cat who by his wit and daring obtains for his poor master a castle to live in and a princess to marry.

c. Two children lost in the woods and captured by a wicked witch.

d. A beautiful girl held prisoner at top of a tall tower who is rescued by a prince by means of her long golden hair.

e. The miller's daughter whom the king ordered to spin gold out of straw.

f. The child of poor farmers who is tiny in size but clever.

g. The giant logger who has a blue ox.

h. Beautiful young girl who is prepared to sacrifice her happiness to save her father's life by kissing an ugly creature.

i. Little Russian peasant girl lost in the wheat fields, who is trying to find her mother.

j. Man whose impatient curse changed his sons into birds.

UNIT 13 - TEST FOR FABLES, MYTHS, & EPIC OR HERO TALES

1. In mythology, gods are given the characteristics and powers of ______________ beings whom they resemble and who resemble them.

2. Myths first written down in Iceland are called __________ myths.

3. The gods Zeus, Poseiden, and Hermes are found in __________ mythology.

4. Myths in which the human hero has trials are called ____________ and hero tales.

5-6. The Illiad and the ______________ are examples of ___________ tales.

7. Sigurd _________________________ is an example of Norse tale.

8. Robin Hood is an example of an ____________________ tale.

9. In ____________________ mythology the Greek gods are given different names although the story is the same.

Matching:

10. ____ The Heroes, The Golden Fleece, and Greek Gods and Heroes.

11. ____ Adventures with the Heroes.

12. ____ The Story of King Arthur and his Knights.

a. Catherine Sellew

b. Howard Pyle

c. Greek myths

Circle the answer

T F 13. In a fable, animals are usually the main character.

T F 14. Beowulf is a good example of an epic or hero tale.

T F 15. Myths are considered one of the simplest forms of folklore.

T F 16. A parable is a folklore story in which the characters ar human and the purpose of the story is to teach a moral lesson.

T F 17. Beowulf is the oldest epic in German.

Fill in the blank

18. Stories about animals which teach a lesson are called _________ fables.

19. A famous story of this collection is the _________ and the Grape.

20. Among the simplest of myth stories are the pourquoi tales or "________________________" stories.

UNIT 14 - TEST FOR MODERN FANTASY LESSON

The following authors are some of the best known of the authors of modern fantasy. Match the authors with the titles:

_____1. J.R.R. Tolkien
_____2. Lloyd Alexander
_____3. Robert Lawson
_____4. George Selden
_____5. C.S. Lewis
_____6. Kenneth Grahame
_____7. Lewis Carroll
_____8. James Barrie
_____9. Mary Norton
_____10. Maurice Sendak
_____11. Beatrix Potter
_____12. E.B. White
_____13. Astrid Lindgren
_____14. William Pene DuBois
_____15. Hans Christian Andersen

a. The tale of Peter Rabbit
b. Alice's adventures in Wonderland
c. Wind in the willows
d. Charlotte's Web
e. Pippi Longstocking
f. The Prydian books
g. Cricket in Times Square
h. Where the Wild Things Are
i. The Ugly Duckling
j. The Hobbit
k. The Twenty-one Balloons.
l. The borrowers
m. Peter Pan
n. Rabbit Hill
o. The Narnia Stories

Match each of the statements with the appropriate title by writing the correct letter in the blank.

_____16. Bilbo Baggins battles Smaug the dragon even though he is a very small creature.

_____17. A young boy lives in Never Never Land with his guardian fairy Tinker Bell.

_____18. Pod, Homily and Arrieta Clock, never seen by humans, live under the huge old grandfather clock in the hall.

_____19. Max has a wild time with monsters but comes home in time for dinner.

_____20. Wilbur, a pig, is saved from becoming ham and sausage by Charlotte.

a. Where the Wild Things Are
b. Charlotte's Web
c. The Borrowers
d. The Hobbit
e. Peter Pan

UNIT 15 - TEST FOR MODERN FICTION

Matching: Match each of the statements with the appropriate titles by writing the correct letter in the blank.

_____1. A house painter keeps his pet bird, Captain Cook, in the ice box.

_____2. "When I woke up this morning, I found I'd turned into my Mother." So begins the most bizarre day in the life of 13 year-old Annabel Andrews.

_____3. Janie Larkin treasures her plate regardless of where her family moves.

_____4. Lewis, a ten year-old orphan goes to Zebedee, Michigan with his warlock Uncle Jonathan who lives in a big mysterious house and practices white magic.

_____5. This girl lives in the Alps

_____6. His prime interst in life is baseball; he has been a star pitcher on two Little League teams and now is faced with leukemia.

_____7. She wears special spy clothes as she watches her friends and writes about them in her notebook.

_____8. Young Chris who hates the Yankees cannot understand how his parents can accept the fact that his older brother has joined the Union Army.

_____9. This little girl is Henry Huggins' nemesis.

____10. Mary Call buries her father and tries to keep the family together so they won't be sent to a charity home.

a. Ramona the Pest--Cleary

b. Harriet the Spy--Fitzgerald

c. Perilous Road--Steele

d. Freaky Friday--Rodgers

e. Where the Lillies Bloom--Cleaver

f. Blue Willow--Gates

g. Hang tough, Paul Mather--Slote

h. Heide--Spyri

i. Mr. Popper's penguins--Atwater

j. House with a clock in its walls--Bellairs

Place the letter of the correct answer in the space by the item number.

_____11. Jean George is well known for her stories about:
   a. Horses
   b. Dogs
   c. Animals in general

_____12. Margaret Henry is well known for her stories about:
   a. Horses
   b. Dogs
   c. Animals in general

_____13. Jim Kjelgaard is well known for his stories about:
   a. Horses
   b. Dogs
   c. Animals in general

_____14. The plot in a historical novel is based on
   a. The period described
   b. Future time
   c. Happenings today

_____15. One of the early writers of historical fiction for children was:
   a. Maurice Sendak
   b. Toni Ungerer
   c. Howard Pyle

Match each of the titles with its author by writing the correct letter in the blank:

_____16. Caddie Woodlawn
_____17. Encyclopedia Brown
_____18. A door in the wall
_____19. Amigo
_____20. Stuart Little
_____21. Misty of Chincoteague
_____22. Ferdinand the Bull
_____23. Tom Sawyer
_____24. Little Women
_____25. Little house in the big woods (series)
_____26. All of a kind family
_____27. The Moffats
_____28. Ribsy
_____29. Danny Dunn and the homework machine
_____30. From the mixed up files of Mrs. Basil E. Frankweiler

a. Byrd B. Schweitzer
b. Marguerite Henry
c. Elaine Konigsburg
d. Munro Leaf
e. D.J. Sobol
f. Laura Ingalls Wilder
g. Louisa May Alcott
h. Carol Ryrie Brink
i. Marguerite de Angeli
j. E.B. White
k. Beverly Cleary
l. Sidney Taylor
m. Jay Williams
n. Eleanor Estes
o. Mark Twain

UNIT 16 - TEST FOR NON-FICTION BOOKS

Select a non-fiction book on a subject you know something about. Spend at least 15 minutes examining the book and then answer the following questions.

1. Author:
2. Title:
3. Copyright date:
4. Age level or grade level most useful for:
5. What is the book about:
6. Is the information up to date:
7. Is the material presented in a logical manner:
8. Is the information accurate and are the major points covered:

Circle the answer

T F 9. Pictures show details not always made clear by words.

T F 10. Students can supplement information found in text book by referring to trade books on a given subject.

T F 11. Children's books do not have to be accurate in details such as when a man lived or how he lived.

T F 12. Facts in children's books should be presented in a logical order.

T F 13. Anyone can write a book for children since kids don't know whether the facts are true or not.

T F 14. The format of a book is important because children and teachers and librarians often pick books to read by how they look.

T F 15. For the young reader, authors can present the most important facts about a subject in a simple, easy to read style.

T F 16. Non-fiction books on the biological sciences are those which give information about plants and animals.

T F 17. Reference books are a good source of factual information.

T F 18. Social Sciences are those subjects that have to do with people in their association with other groups of people.

T F 19. Many art books written for adults can be enjoyed by children.

T F 20. Non-fiction books about the weather, gravity, our earth, space, astronomy, and oceanography, fall in the category of the physical sciences.

UNIT 17 - TEST FOR BIOGRAPHY LESSON

Circle the answer

T F 1. A biography is the story of a person's life.

T F 2. A biography should be as accurate as the writer can make it.

T F 3. The author of a biography can give his own opinion about that person.

T F 4. Facts about a person can be changed if the author doesn't like them.

T F 5. Biographies written for children try to present a positive picture of the person's achievements.

T F 6. Biographies for children may have undocumented conversations.

T F 7. Biographical fiction takes a historical character as a basis for the story.

T F 8. Fictionalized biography is a type of biography in which the facts are true, and only a few liberties are taken from known, documented facts.

T F 9. Most biographies for children are fictionalized.

T F 10. Many biographies appear in publishers' series, and the best thing for librarians to do is buy all the biography titles in a series.

T F 11. A collective biography is an excellent choice for a child with a short attention span.

T F 12. The Young Crowell Biography Series has a reputation for consistently high quality books about minorities.

T F 13. Adolescents tend to like biographies of men and women of ideas and ideals.

T F 14. Collective biographies are good choices for readers who are interested in the lives of different people who have a common denominator such as career, race, sex or country.

T F 15. Middle group readers like their biographies to be tales of action and achievement rather than stories of the biographees childhood pranks.

UNIT 18 - TEST FOR A MULTIMEDIA APPROACH TO CHILDREN'S LITERATURE

Circle the answer

T F 1. It is not a good idea to enrich the curriculum using multi-media materials.

T F 2. A film or filmstrip may be used after students have read the book, but never to introduce a book.

T F 3. If the quality of production is good, faithfulness to the story should not be an important factor when purchasing a film or filmstrip.

T F 4. Try to avoid films or filmstrip versions of books in which the original book illustrations have been substituted for animated illustrations.

T F 5. Newbery Award winning books made into filmstrips are condensed versions of the story and generally destroy the quality of the writing for which the book received its award.

T F 6. Sound quality is an important factor when selecting films or recordings.

T F 7. Stories translated from book to film should retain the spirit of the original story and at the same time, do well that which the film medium can do but which print cannot.

T F 8. When selecting a recording, it is important to note if the story is well paced for understanding and every word and name should be properly pronounced.

T F 9. It is preferable to use the very excellent Weston Woods filmstrip, The Tale of Peter Rabbit for story presentation purposes instead of trying to read the tiny Peter Rabbit book to the class.

T F 10. Children are more familiar with Walt Disney's version of popular fairy and folk tales, so it is preferable to use the Disney films to introduce these stories rather than a film version of a beautifully illustrated edition of the book.

T F 11. An overhead projector can be used to make enlargements of book illustrations.

T F 12. Any good film may be shown to a child regardless of his age.

T F 13. A film about several different books on a single subject might motivate a child to read, whereas the cassette recording of a story definitely will not.

Name two ways multi-media might be used in a literature program:

14. ______________________________________

15. ______________________________________

UNIT 19 - TEST FOR SLOW LEARNER LESSON

Circle the correct answer

T F 1. There are more female slow learners than male.

T F 2. Stories which have sentences with strong action verbs in the present or past tense are especially good for the slow learner.

T F 3. The slow learner is often job oriented, not education oriented.

T F 4. The slow learner is usually good in other subjects.

T F 5. The size of print and length of sentences are not important in choosing materials for the slow reader.

T F 6. The slow learner usually has a long attention span.

T F 7. The slow learner has usually been read to during his preschool years, so he has little motivation to read.

T F 8. Poor readers will often reject reading materials obviously written for younger people.

T F 9. The Fry Graph is simple and quick to apply and can be done by library personnel.

T F 10. The Spache Reading Formula is fairly complex and more difficult to apply than the Fry Graph.

Fill in the blank with the correct word

Humorous
Preachy
Bibliotherapy
Adaptations
Interest
Spache Reading Formula
Paperbacks
Fry Graph

11. ______________________ is a primary factor to be considered in attempting to stimulate reading.

12. ______________________ is using reading material to help students solve personal problems.

13. Slow learners usually like ______________________ stories.

14. Books which are rewritten at relatively low reading levels are called ______________________.

15. ______________________ is used mainly for evaluating reading materials for the primary grades.

16. ____________________ is used mainly for evaluating reading materials for grades three or higher.

17. Slow learners usually don't like ______________ stories.

18. Usually __________________ are more readily accepted by many slow learners.

UNIT 20 - TEST FOR GIFTED/TALENTED PRESENTATION

Circle the correct answer

T F 1. A child must consistently excel in at least three talent areas before he is considered gifted.

T F 2. The greatest service an educator can do for a gifted child is to guide him rather than teach him.

T F 3. Gifted children are always sloppy and disorganized.

T F 4. Gifted children may have a reputation among students and teachers for wild and silly ideas.

T F 5. A mentor is a person who volunteers to work with a student on a project in the mentor's area of expertise.

T F 6. Divergent thinking means to generate ideas which are original, with emphasis on variety and quality of output.

T F 7. Sir Winston Churchill was a brilliant student throughout his school career.

T F 8. Joseph Renzulli is an educator who believes that the gifted child will get it on his own and should not be catered to by any special programs.

T F 9. A child who shows superior ability in only one subject area may be classified as a gifted child.

T F 10. The librarian can be of great help to the classroom teacher but should not interfere with the education of gifted students.

UNIT 21 - TEST FOR VISUALLY HANDICAPPED LESSON

Circle the correct answer

T F 1. Large print books are always a necessity for partially sighted students.

T F 2. It is very time consuming and expensive to borrow talking books.

T F 3. Always guide your visually handicapped student around the library so he will not feel lost.

T F 4. The correct approach to aid a blind person is to hold his elbow and gently guide him ahead of you.

T F 5. Braille books are bulky and take much space for storing.

T F 6. About 20 per cent of printed materials (that are new each year) are put in braille.

T F 7. Blind students have a sixth sense or extraordinary talent.

T F 8. Never use terms such as "see you later" or "did you see John" when speaking to a blind person.

T F 9. Visual Handicapped is a term used to designate the total range of visual loss.

T F 10. You should insist the visual handicapped child rest his eyes often during the day.

T F 11. Talking books are provided free by the National Library Service for the Blind and Physically Handicapped.

T F 12. Mannerisms in a blind child indicates politeness.

Place the letter symbol for the correct answer in the space next to the number.

_____13. American Printing House for the Blind (APH) specializes in:

a. Printing articles and books written by blind authors or blind persons.
b. Transcribing all books that are printed in the United States into braille.
c. Producing selected textbooks and instructional materials in braille, large print and recorded formats as well as a variety of adaptive aids and appliances for use by students K-12.
d. Transcribing popular fiction and non-fiction books into braille and large print which are given away free to any blind person in America.

_____14. The Opacon is a device which:

a. Magnifies regular print to three times its original size.
b. Translates printed letters into a vibrating tactile form of the actual letter shapes which some trained blind persons can read.
c. Translates printed words into the braille dot system which all braille readers can accommodate.
d. Translates printed words into a spoken output through the use of a specially programmed computer.

_____15. Recording for the Blind (RFB) is a national organization of volunteers who produce tape recorded books for use by:

a. Any person (blind or otherwise) willing to pay for the cost of the tape.
b. Blind adults 18 years or older who have need for a particular book in their job situation.
c. Any student who is enrolled in an educational program at the elementary, secondary or college levels.
d. Any duly registered borrower whose visual, physical or perceptual handicap prevents him or her from reading normal printed material.

_____16. Cassette tapes produced especially for use by blind or physically handicapped users:

a. Require a special cassette player which can accommodate tapes recorded on four tracks and at half the normal speed.
b. Can be played on any standard cassette player.
c. Require a special cassette player because the cassette itself is a different size than standard cassette tapes.
d. Require special headphones which are issued only to legally blind persons.

_____17. Compressed Speech:

a. Allows the listener to adjust the speed of playback on a specially equipped tape player to shorten the total listening time.
b. Is a term for a common speech impediment found in many blind children.
c. Is a term which describes the common behavior of many blind persons who talk faster than normal.
d. Is a method of note-taking used by many braille students.

_____18. The Visualtek is an example of a:

a. Lighted magnifying glass which can be hand-held.
b. Closed circuit television system which uses a close-up television camera.
c. Specially designed pair of glasses which allows the user to zoom in on subjects at various distances.
d. Device used by blind persons which aids them in traveling.

____19. The American Foundation for the Blind (AFB):

a. Provides free braille writers for any blind person who cannot afford to pay for their own.
b. Arranges and pays for corrective eye surgery when warranted for any legally blind student.
c. Publishes a catalog of products for people with vision problems which includes such items as canes, braille watches, adaptive tools, cooking instruments and games.
d. Specializes in producing relief maps specifically designed for use by blind students.

____20. New Mexico School for the Visually Handicapped (NMSVH) in Alamogordo:

a. Is really the only place in the state where visually impaired students can be educated properly.
b. Will gladly produce any book in braille, large print, any cassette tape at no charge for any student in any school district in New Mexico.
c. Annually registers all legally blind students below the college level in New Mexico to qualify them to recieve a quota allotment of materials from American Printing House for the Blind.
d. Can provide materials only for those students enrolled at NMSVH.

____21. The Speech Calculator:

a. Electronically pronounces the numbers and functions which sighted persons can see.
b. Uses a tape recording which moves to the proper location to announce which key has been punched.
c. Costs no more than any regular calculator.

____22. Talking books which are recorded on discs are usually played back at:

a. 78 rpm
b. 33 1/3 rpm
c. 45 rpm
d. 8 rpm

UNIT 22 - TEST FOR HEARING IMPAIRED

Circle the correct answer

T F 1. The greatest handicap of the deaf is in learning to speak.

T F 2. A conductive hearing loss can quite often be corrected by surgery.

T F 3. An audiologist is a medical doctor who tests hearing.

T F 4. A sensori neural loss can be corrected by surgery.

T F 5. A hearing aid is a mechanical device that amplifies all sounds.

T F 6. The social maturity of the hearing impaired is usually about the same as his hearing peers.

T F 7. When speaking to hearing impaired person, enunciate clearly, one word at a time.

T F 8. If the hearing impaired person didn't understand you the first time, repeat your words more slowly.

T F 9. The best seat for a hearing impaired student is directly in front of the teacher.

T F 10. Speech is an oral means of communication.

UNIT 23 - TEST FOR PHYSICALLY HANDICAPPED LESSON

Circle the correct answer

T F 1. The main cause of cerebral palsy is an injury to the spinal cord.

T F 2. Handicapped children have different emotional needs than normal children.

T F 3. Not all children with cerebral palsy have communication problems.

T F 4. All physically handicapped children have impaired intellectual functioning.

T F 5. Epilepsy is a convulsive disorder which is symptomatic of brain damage.

T F 6. Arthrogryposis is a hereditary disease which attacks a child's muscle development.

T F 7. When working with physically handicapped children in the library the physical arrangement of the furniture and shelves is an essential item in the planning.

T F 8. Cerebral palsy is a progressive disorder that increases in severity as the child matures.

T F 9. Spina bifida is the result of an insult or injury to the spinal cord.

T F 10. All children with cerebral palsy have some type of brain injury or brain damage.

T F 11. Most learning activities can be adapted to meet the needs of physically impaired children.

T F 12. Anoxia can be described as an inadequate supply of oxygen.

T F 13. Physically handicapped children should not be encouraged to become independent.

T F 14. Congenital disorders or impairments can be described as existing from birth.

T F 15. All physically handicapped children require placement in a special education program.

UNIT 24 - TEST FOR LIBRARY SERVICE TO MENTALLY HANDICAPPED STUDENTS

Circle the correct answer

T F 1. The mentally handicapped student is one who exhibits language, articulation, voice or fluency disorders which are outside the range of acceptable variation in a given environment and inconsistent with his chronological and/or mental age.

T F 2. When showing a film or filmstrip to mentally handicapped students, you should never stop to discuss points you might feel need explanation.

T F 3. The mentally handicapped student may have difficulty comprehending social situations.

T F 4. Some mentally handicapped students might need easy-to-read books, while others might require high interest-low vocabulary books.

T F 5. The mentally handicapped student is often hyperactive and easily disturbed.

T F 6. Most mentally handicapped students show a preference for books that have a main character or group doing only one thing.

T F 7. When reading or telling a story to mentally handicapped students, a long story should be chosen because the mentally handicapped like storytelling.

T F 8. In working with mentally handicapped children avoid the use of folktales that have action and repeat the same idea.

T F 9. Do not use audio visual materials in library programs for mentally handicapped since the action and noise may upset them.

T F 10. A student classified trainable mentally handicapped can be taught to read.

T F 11. The mentally handicapped student often exhibits inappropriate aggressive behavior.

T F 12. The mentally handicapped student has a great deal of patience.

T F 13. One of the biggest barriers to handicapped people are other people's attitude.

Mentally handicapped students benefit from storytelling because it:

14.

15.

UNIT 25 - TEST FOR LIBRARY SERVICES FOR CHILDREN WITH OTHER HANDICAPPED CONDITIONS THAT INHIBIT THEIR ABILITY TO LEARN

Matching: Match each of the word below with its appropriate definition

_____1. Auditory perception

_____2. Behavior Modification

_____3. One characteristic of a learning disabled child

_____4. Modality

_____5. Visual-motor coordination

_____6. Perception

_____7. Expressive Language Skills

_____8. Communication Disordered child

_____9. Receptive Language

____10. Aphasia

____11. Dyslexia

____12. Perseveration

____13. Laterality

____14. Hyperactivity

____15. Behaviorally Disordered child

a. A child who before, during or after birth has received an injury to or suffered an infection of the brain.

b. The ability to coordinate vision with movements of the body or parts of the body.

c. Is eight million

d. Inability to perform in a certain acedemic area.

e. Involves the awareness of the two sides of the one body and the ability to identify them as left and right correctly.

f. Excessive mobility or motor restlessness.

g. The tendency to persist in an activity despite the fact that it may lack relevance in the particular stimulus situation.

h. A technique of changing human behavior bases on the theory of operant behavior and conditioning.

i. Exibits behavior that deviates significantly from the norm and interferes with his/her ability to learn.

j. The process of organizing or interpreting the data obtained through the senses.

k. Exhibits language, articulation, voice and/or fluency disorders which are outside the range of acceptable variation.

l. The ability to interpret or organize the sensory data received through the ear.

m. Skills required to produce language for communication.

n. Language that is spoken or written by others and received by the individual.

o. Impairment of the ability to interpret or use oral language.

p. Impairment of the ability to read.

q. Pathways through which an individual receives information and thereby learns.

r. The perception of the position of two or more objects in relation to each other.

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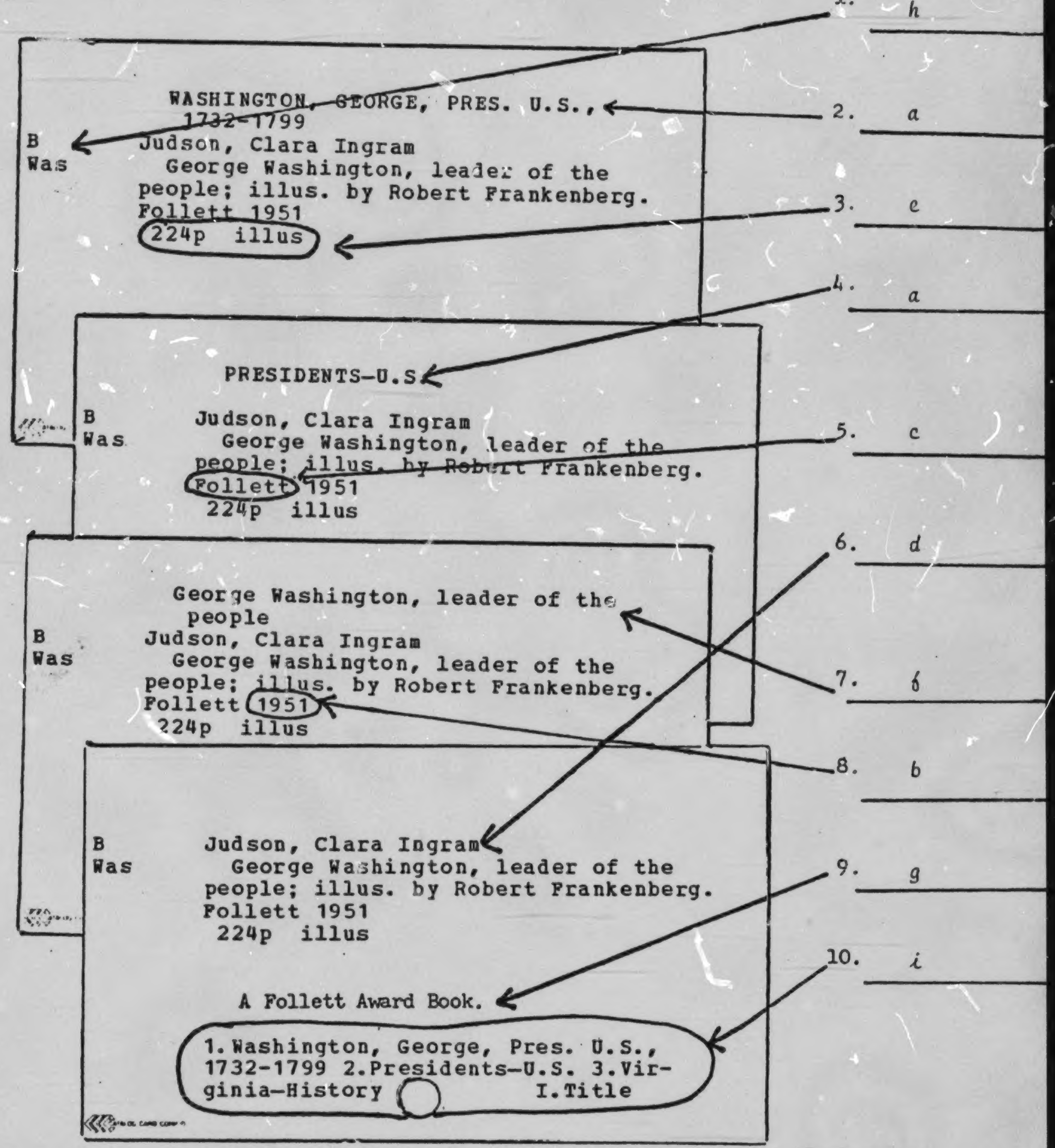
KEYS FOR UNIT TESTS

Pre/Post Test for Parts of a Book and Catalog Cards Lesson



WASHINGTON, GEORGE, PRES. U.S.,
1732-1799
B Judson, Clara Ingram
Was George Washington, leader of the
people; illus. by Robert Frankenberg.
Follett 1951
224p illus

PRESIDENTS—U.S.
B Judson, Clara Ingram
Was George Washington, leader of the
people; illus. by Robert Frankenberg.
Follett 1951
224p illus

George Washington, leader of the
people
B Judson, Clara Ingram
Was George Washington, leader of the
people; illus. by Robert Frankenberg.
Follett 1951
224p illus

B Judson, Clara Ingram
Was George Washington, leader of the
people; illus. by Robert Frankenberg.
Follett 1951
224p illus

A Follett Award Book.

1. Washington, George, Pres. U.S.,
1732-1799 2. Presidents—U.S. 3. Virginia—History I. Title

1. h
2. a
3. e
4. a
5. c
6. d
7. f
8. b
9. g
10. i

Please identify the parts of a CATALOG CARD by filling in the blank spaces.

Use the terms listed below:

a. Subject of the book
b. Copyright date of the book
c. Publisher of the book
d. Author of the book.
e. Physical description of the book.
f. Title of the book.
g. Notes about the book.
h. Call number.
i. Tracings about the book.

Please fill in the blank spaces using terms provided below.

Glossary
Bibliography
Forward or Introduction
or Preface

Title page
Body of the Book
Index
Table of Contents

Dewey Decimal
Dedication
Copyright page
Appendix

11. An appendix is a section of charts, graphs and maps. It is usually found at the back of the book.

12. The index is found at the end of a nonfiction book. It is a list of subjects or topics discussed in the book. It is arranged alphabetically and gives the page number on which each topic is mentioned.

13. The forward, intro, or preface is a message from the author or another person to his readers which tells why the book was written and what is included in the book.

14. The title page is usually the first printed page of the book. It contains the title of the book, authors, illustrators, publishers, and place of publication.

15. A glossary is a list of technical or difficult words found in a book. Each word includes the definition and sometimes the pronunciation. It is usually located at the end of the book.

16. Dewey Decimal is a system for numbering non-fiction books.

17. A bibliography is a list of books. The list may suggest other books on the same subject. It may be a list of books the author used to write the book, or it may be a list of other books written by the author. It is located at the end of the book or at the end of each chapter.

18. The table of contents lists the chapters, topics, or stories in the order of their appearance in the book and the page number where the chapter begins.

19. A dedication is an author's message of gratitude or respect to his family or friends.

20. The copyright page shows the year in which the book was published, it is usually located on the back of the title page.

UNIT 2 - TEST FOR CARD CATALOG AND DEWEY DECIMAL SYSTEM

In what hundred of the Dewey Decimal classification system will you find the following?

1. Painting 700
2. Flowers 500
3. Algebra 500
4. U.S. Government 300
5. Concerts 700
6. Dictionary of synonyms 400
7. Plays of Neil Simon 800
8. Geography of Mexico 900
9. Moving pictures 700
10. Zoology 500
11. Mormans 200
12. Cook books 600
13. Agriculture 600
14. History of France 900
15. Health 600
16. Bible 200
17. Manners 300
18. Drama 800
19. Travel in Asia 900
20. Encyclopedias 000
21. Airplanes 600
22. Folktales 300
23. Botany 500
24. Sports 700
25. Elephants 500

Complete the following sentences:

26. The card catalog is an index to the books and audio visual materials in the library collection.

27./28./29. Three ways a book may be listed in a card catalog are by author, title, subject.

30./31./32./33. Catalog cards are filed in a card catalog alphabetically by the top line except when the first word is a, an, or the or their foreign language equivalents.

34. If you are looking for a book by a certain author, be sure and look under the author's last name.

35. Each drawer of a card catalog is marked with letters which indicate what cards are filed in that drawer.

True or False:

False 36. Biographies are shelved alphabetically by the author's last name.

False 37. Vertical file materials are cataloged and assigned a Dewey number.

False 38. You would expect to find the years Nixon was president of the United States in an encyclopedia with the copyright date of 1960.

UNIT 3 - TEST FOR ENCYCLOPEDIA LESSON

True or False

False 1. If an encyclopedia is arranged alphabetically you will not need to use the index to locate all the information on the subject.

True 2. Most encyclopedias have subheadings under the main heading to help you locate specific information about the topic.

True 3. Information about people found in a biographical dictionary can often be found in an encyclopedia.

True 4. An encyclopedia is a good source for a factual description of a country.

False 5. "See" and "See also" references in an encyclopedia tell you what audio visual material is available on the subject.

False 6. An encyclopedia contains information on all questions dealing with words.

Underline the word under which you would most likely find the following information in the encyclopedia.

7. What animal carries its babies in a pouch in the front of their bodies.
8. Does a sea gull live in the ocean or on land.
9. How long is a horse pregnant.
10. What country in Africa produces the most diamonds.
11. What is the biggest animal in the world.

In an encyclopedia arranged alphabetically, word-by-word, where would you find the following articles? Underline "before" or "after" to complete each sentence below:

12. In an encyclopedia, you would find the article on electricity (before) (after) the article on electric light.
13. In an encyclopedia, you would find the article on Charleston (before) (after) the article on Charlemange.
14. In an encyclopedia, you would find the article on Saint Louise (before) (after) the article on Saint-Exupery, Antoine de.
15. In an encyclopedia, you would find the article on Macedonia (before) (after) the article on McGill University.
16. In an encyclopedia, you would find the article on Water Pollution (before) (after) the article on watermelon.

Fill in correct answers in the spaces below:
word-by-word
letter-by-letter
line-by-line

In the New Book of Knowledge the article on "Horseback Riding" comes before the article on "Horse Racing" because this encyclopedia is arranged alphabetically 17. letter by letter instead of 18. word by word which is used in The World Book encyclopedia.

UNIT 4 - TEST FOR ALMANAC LESSON

True or False

[✓ T] F 1. An almanac is one of the best sources for current information.

[✓ T] F 2. An almanac will tell you who won the World Series in 1935.

T [✓ F] 3. An almanac is a good reference book to use for general information on a given subject for a report.

[✓ T] F 4. To make the best use of an almanac, you must know how to select the proper subheadings after you have located the main heading in your index.

T [✓ F] 5. Topics in an almanac are in alphabetical order.

Using the latest almanac that your library has, please answer the following:

Instructions:

Please indicate the name and date of the almanac used.
Underline the key words in each question.
Write the subheading under which the answer was found.
Write the page number the answer.

How many pounds of potatoes were produced in Idaho?

6. Subheading ______________________________
7. Page number ______________________________
8. Answer ______________________________

What is the boiling point of water?

9. Subheading ______________________________
10. Page number ______________________________
11. Answer ______________________________

Where is the Aviation Hall of Fame located?

12. Subheading ______________________________
13. Page number ______________________________
14. Answer ______________________________

Please fill in blanks below using one of the following terms:

Almanac

Encyclopedia

15. The Almanac contains charts giving birth and death dates of important people.

16. An Encyclopedia is a set of books containing information on many topics.

17. An Almanac contains current basic facts about a country.

18. An Almanac contains important voting statistics and events of the previous year.

19. An Encyclopedia is a good source for detailed information about the early career of the past president of the United States.

20. An Almanac contains up-to-date sports records.

UNIT 5 - TEST FOR DICTIONARY LESSON

Circle the correct answer

T [✓ F] 1. A dictionary will give only the most common definition of a word.

T [✓ F] 2. Webster's Biographical Dictionary contains information on British and American persons only.

T [✓ F] 3. A dictionary will give you the definition of a word, but not its part of speech (the way it is used).

T [✓ F] 4. Guide words are of little use when looking up a word in a dictionary.

[✓ T] F 5. Special dictionaries define terms and words related to a single subject.

[✓ T] F 6. A brief sketch of the life of the American author Walt Whitman can be found in a biographical dictionary.

[✓ T] F 7. The plural form of a word can be found in a word dictionary.

[✓ T] F 8. A list of abbreviations used in a dictionary can be found in the front of most dictionaries.

Please list 4 things that a dictionary will tell you about a word.

9. *definition*
10. *spelling*
11. *pronunciation*
12. *derivation or part of speech*

Place the letter symbol for the correct answer in the space next to the number.

a. a biographical
b. an abridged
c. a geographical
d. a thesaurus
e. an unabridged
f. an autobiography

13. A dictionary which contains nearly all the words in a language is *an unabridged* dictionary.

14. A dictionary which provides information on cities, towns, countries and the location of physical features is called *a geographical* dictionary.

15. A dictionary of famous people is called *a biographical* dictionary.

16. To find synonyms and antonyms you should look in a special type of dictionary called *a thesaurus*.

17. A dictionary which contains only the most commonly used words is called *an abridged* dictionary.

Circle the correct answer.

18. A book in which the author tells the life story of another person is
    - a. a character sketch
    - [✓ b.] a biography
    - c. a bibliography

19. To find information about an author who has been prominent during the past 20 years, which of the following would be most helpful?
    - [✓ a.] Twentieth Century Authors
    - b. Dictionary of American Biography
    - c. The Encyclopedia of the Social Sciences

20. When seeking information about a well known figure in America's past, a good starting point would be
    - [✓ a.] Dictionary of American Biography
    - b. Current Biography
    - c. Contemporary Authors

21. To find the words of famous people on a subject of interest, look in
    - a. a biographical dictionary
    - b. a word dictionary
    - [✓ c.] a book of quotations

Place the letter symbol for the word in the right hand column, in the blank space in the left hand column.

c 22. Meaning of a word

b 23. Language the word comes from

e 24. A word which means the same as another word.

a 25. A book written by a person about his own life

a. autobiography

b. derivation

c. definition

d. biography

e. synonym

f. antonym

UNIT 6 - TEST FOR ATLAS LESSON

Please fill in the blank spaces from the words provided below.

A political map
Legend
A gazetteer
Representative fraction

A symbol
The index to an atlas
a relief map
an atlas

Table of contents
Scale
Thematic map
Route map

1. Political map is a map which shows man-made features such as countries, state boundries, principal cities and capital cities.

2. Thematic map is a map that satisfies special needs--climatological, meteorological, archeological, etc. Some examples are maps that show natural resources, agricultural regions, forest and fisheries, energy production and consumption, gross national products, rainfall, international trade.

3: A relief map represents configurations of the earth's surface including differences in elevation.

4. The index to an atlas is a finding list of cities, mountains, rivers, population and other features found on maps.

5. A book of maps and statistics about geography is called an atlas.

6. A geographical dictionary is called a gazetteer.

7. The comparative size between the map representation and the actual place being represented is called the Representative fraction.

8. A symbol is a picture representation of a word.

9. A line on which distances are marked off is called scale.

10. Legend tells what the symbols that are used on maps mean or represent.

11. Route map is a map showing roads, railroads, bridges, etc.

Circle correct answer:

12. If you wish to use an atlas to find the largest ocean in the world, you would look for:
    a. the index
    [✓ b.] the table of world facts and comparisons
    c. the table of contents.

13. The gazetteer section of an atlas is:
    a. a section showing maps of the sky and space
    [✓ b.] like a geographical dictionary giving description of places
    c. a section showing economic maps only.

14. When using an atlas, if you wish to locate a city on a map, you should use:
    - a. the table of contents
    - [✓ b.] the map index
    - c. a table of world facts and comparisons

15. In an atlas, if you wished to find a map showing the distribution of population throughout the world, you could locate it by checking:
    - [✓ a.] the table of contents
    - b. the index
    - c. the legend

16. A political map shows:
    - a. The earth's surface, such as mountains, plains, deserts, rivers, oceans, etc.
    - [✓ b.] The areas as divided by man-made boundaries into countries, states, cities, etc.
    - c. Special information, such as distribution of population, products, etc.

Circle the correct answer:

[✓ T] F 17. Latitude lines on a map are parallel to the equator.

[✓ T] F 18. One function of maps is to provide a reduced representation of the earth's surface.

UNIT 7 - TEST FOR MAGAZINES AND MAGAZINE INDEXES LESSON

Circle the correct answer.

T [✓ F] 1. The Readers' Guide to Periodical Literature does not have "See" and "See also" references.

[✓ T] F 2. The Readers' Guide to Periodical Literature often has subheadings under main entries to help you locate specific aspects of a subject.

[✓ T] F 3. Another name for a magazine is a periodical.

T [✓ F] 4. The Readers' Guide to Periodical Literature is an index to newspapers and magazine articles.

T [✓ F] 5. The entries in the Readers' Guide to Periodical Literature are arranged alphabetically by magazine name.

[✓ T] F 6. Magazine articles are one of the best sources of current information.

Fill in the blanks below using these terms (Use the letter in place of the word).

a. Date
b. Subject
c. The magazine title
d. Readers' Guide to Periodical Literature
e. Page number
f. The title of the article
g. Volume number
h. National Geographical Index
i. Author

7. ______d______ will help you find articles in current magazines as well as magazines that are several years old.

8. ______h______ is an index to articles in one magazine only.

9, 10. The Readers' Guide to Periodical Literature is arranged alphabetically by ______b______ and ______f______.

11, 12, 13, 14, 15, 16. An entry in the Reader's Guide to Periodical Literature or the National Geographic Index will tell you ______c______, ______f______, ______g______, ______a______, ______i______, and ______e______, of a magazine article.

UNIT 8 - TEST ON READING NEEDS OF CHILDREN

List at least 5 needs of children that are met when they read books. Give an example of a book that meets each need. (If you can, describe how this need is met in a book).

EXAMPLE:
Need of child for approval by parents or friends.
Friedman, Frieda. The Janitor's Girl

Caudill, Rebecca. Did you Carry the Flag Today, Charlie?

- -

1.

book:

2.

book:

3.

book:

4.

book:

5.

book:

*Under NEED FOR BEAUTY AND ORDER, aides may list books about art, poetry, music and dance and the theater. For NEED TO KNOW they should list an informal type book.

Possible answers:

NEED FOR PHYSICAL WELL-BEING
NEED TO LOVE AND TO BE LOVED
NEED TO BELONG
NEED TO ACHIEVE
NEED FOR CHANGE
*NEED FOR BEAUTY AND ORDER
NEED TO KNOW

For list of books under each catagory see "Reading Needs of Children Outline" in manual.

Circle the correct answer.

[✓ T] F 6. Part of a child's emotional needs can be satisfied by reading books.

T [✓ F] 7. Paul Bunyon was an American folk hero whose strength and skill with a hammer helped build the country's railroads.

[✓ T] F 8. A child's reading level is effected by his/her home background.

T [✓ F] 9. Books which teach a lesson are always good.

[✓ T] F 10. "Setting" refers to the time and place of the story.

[✓ T] F 11. Characters of a story, whether realistic or fantasy, must be convincing to the reader.

[✓ T] F 12. The action of a story is also called plot of a story.

[✓ T] F 13. The main idea of a story can also be called the theme.

T [✓ F] 14. Every good writer writes in the same style.

T [✓ F] 15. Only books that agree with our own ideas should be included in the library collection.

UNIT 9 - TEST ON HISTORY OF CHILDREN'S LITURATURE LESSON

Match the following titles with the correct authors:

1.	h Swift	a.	Adventures of Huckleberry Finn
2.	c Kipling	b.	A visit from St. Nicholas
3.	i Perrault	c.	Jungle book
4.	j Edward Lear	d.	At the back of the North Wind
5.	g Beatrix Potter	e.	Robinson Crusoe
6.	a Mark Twain	f.	Pilgrim's Progress
7.	d McDonald	g.	The tale of Peter Rabbit
8.	e DeFoe	h.	Gulliver's travels
9.	b Moore	i.	Fairy tales
10.	f Bunyan	J.	The nonsense book

11. Didactism means to teach a moral lesson.

12. Hornbooks were lessons written on a board.

13. Caldecott award is the name of the award given for the outstanding picture book.

14. Newbery award is the name of the award given for the outstanding book for older children.

15. The subject of most early books for children was religion.

16. Little Women, written in 1868 and still widely read, was written by:
    a. Mary Dodge
    b. John Silver
    [✓ c.] Louisa May Alcott

17. Pinocchio written by Collodi and published in 1891 is an early example of the idea that:
    [✓ a.] a toy can come to life
    b. a boy can run away
    c. a man can become a magician

18. The Tales of Mother Goose was written in the late:
    a. 1800's
    b. 1700's
    [✓ c.] 1600's

19. John Newbery was an English:
    a. writer
    [✓ b.] publisher
    c. dramatist

20. Robinson Crusoe marked the beginning of:
    a. children's books in England
    b. travel accounts for young people
    [✓ c.] the contemporary adventure tale.

UNIT 10 - TEST FOR READING ALOUD AND STORY TELLING LESSON

Circle the correct answer

T [✓ F] 1. Reading aloud should be limited to K-3 grade children.

T [✓ F] 2. Whether you like the story or not, is not a factor when selecting stories to be read aloud.

T [✓ F] 3. Never select a story to read aloud that you cannot finish in one session.

T [✓ F] 4. Non-fiction or informational books should not be read aloud.

[✓ T] F 5. Poetry is a good selection for reading aloud.

[✓ T] F 6. Myths are good for storytelling and reading aloud if they are not too long and would not require two or three story periods to tell.

[✓ T] F 7. A folk tale is usually a good selection for storytelling.

[✓ T] F 8. Good stories for storytelling are those which begin simply, come to the point, and then end.

[✓ T] F 9. When telling stories and reading aloud, the tone of your voice is most important, but exaggerating gestures and facial features interfere with the story.

[✓ T] F 10. Storytelling should not be used to teach a moral lesson.

T [✓ F] 11. Before you tell or read a story to a class, try to pre-sell it to make sure the class will pay attention.

T [✓ F] 12. When telling stories or reading aloud, it is not necessary to maintain eye contact.

[✓ T] F 13. It is necessary to observe audience response when reading aloud.

[✓ T] F 14. One of the main values of reading aloud to a group is that it provides a group or socializing experience.

[✓ T] F 15. When telling a story, it is important that you are thoroughly familiar with it.

UNIT 11 - TEST ON PICTURE BOOK LESSON

Match the following titles and authors:

d 1. The biggest bear
q 2. Arrow to the sun
g 3. Curious George
c 4. Snippy and Snappy
j 5. Mike Mulligan and his Steam Shovel
i 6. The story of Babar
r 7. Mr. Grumpy's motor car
b 8. Andy and the Lion
l 9. Where the Wild Things are
n 10. Frog and Toad are friends
p 11. Blueberries for Sal
s 12. Whistle for Willie
h 13. A friend is someone who likes you
o 14. Freight Train
m 15. A birthday for Frances
a 16. Juanita
e 17. The big snow
f 18. Madeline

a. Leo Politi
b. James Daugherty
c. Wanda Gag
d. Lynn Ward
e. Berta & Elmer Hader
f. Ludwig Bemelmans
g. H. A. Rey
h. Joan Walsh Anglund
i. Jean de Brunhoff
j. Virginia Lee Burton
k. Beatrix Potter
l. Maurice Sendak
m. Russel Hoban
n. Arnold Lobel
o. Donald Crews
p. Robert McClosky
q. Gerald McDermott
r. John Burningham
s. Ezra Jack Keats

b 19. The illustrations in alphabet books are used to help children:

a. learn new games
b. learn to identify shape and representative sound
c. learn to distinguish color

c 20. Picture books with things to count on each page are called:

a. number books
b. box books
c. counting books

a 21. Little Bear by Minarik is a family story useful for a:

a. beginning reader
b. advanced reader
c. pre-school reader

c 22. The Cat in the Hat introduces children to the numerous rhymes of:

a. Leonard Kessler
b. Martha Alexander
c. Doctor Seuss

b 23. Mother Goose rhymes are:

a. old fashioned
b. poems for children
c. verses about geese

Circle the correct answer

[✓ T] F 24. The artist's illustrations in children's books contribute to their appeal to children.

[✓ T] F 25. Art in children's books clarifies the text and adds information not found in the text.

Match the artist (illustartor) with the famous book that he illustrated:

	Title	
c	26. Kenneth Graham's WIND IN THE WILLOWS	a. Garth Williams
b	27. Munro Leaf's FERDINAND THE BULL	b. Robert Lawson
a	28. Marjorie Flack's STORY ABOUT PING	c. Arthur Radkham
e	29. E.B. White's STUART LITTLE	d. Ernest Shepard
d	30. A.A. Milne's WINNIE THE POOH	e. Kurt Wiese

UNIT 12 - TEST FOR FOLKTALES AND FAIRY TALES LESSON

Use these words to fill in the blank spaces listed below.

Paul Bunyon
Cumulative tales
Folklore
Black
Tall tales

Talking beast tales
Charles Perrault
Ballad
Grimm Brothers
Fairy tale

1. Folklore is the songs, stories, myths, and proverbs of people as passed down from generation to generation.

2. Fairy tale is a form of folk tale, with or without fairies, in which wonderful things happen through magic and imagination.

3. Ballad is a folktale told in singing or chanted form.

4. Cumulative tales is a folktale which keeps repeating a certain phrase.

5. Joel Chandler Harris's Uncle Remus Stories are examples of American folktales that come from black folklore.

6. Paul Bunyon is an example of tall tales.

7. Puss in Boots, Henny Penny, and The Three Pigs are examples of talking beast tales.

8. Tall tales are humorous folktales in which the main characters are usually male and their adventures are widely exaggerated.

9-10. Two of the most famous collections of fairy tales are those done by Grimm Brothers and Charles Perrault.

Match the following stories or characters with the statements which best dexcribe them on the following page:

11. E Rumpelstiltskin
12. A John Henry
13. H Beauty and the Beast
14. F Tom Thumb
15. B Puss in Boots
16. G Paul Bunyon
17. C Hansel and Gretel
18. I My mother the most beautiful woman in the world
19. D Rapunzel
20. J The Seven Ravens

a. American folk hero whose strength and skill with a hammer helped build the country's railroad.

b. Clever cat who by his wit and daring obtains for his poor master a castle to live in and a princess to marry.

c. Two children lost in the woods and captured by a wicked witch.

d. A beautiful girl held prisoner at top of a tall tower who is rescued by a prince by means of her long golden hair.

e. The miller's daughter whom the king ordered to spin gold out of straw.

f. The child of poor farmers who is tiny in size but clever.

g. The giant logger who has a blue ox.

h. Beautiful young girl who is prepared to sacrifice her happiness to save her father's life by kissing an ugly creature.

i. Little Russian peasant girl lost in the wheat fields, who is trying to find her mother.

j. Man whose impatient curse changed his sons into birds.

UNIT 13 - TEST FOR FABLES, MYTHS, & EPIC OR HERO TALES

1. In mythology, gods are given the characteristics and powers of human beings whom they resemble and who resemble them.
2. Myths first written down in Iceland are called Norse myths.
3. The gods Zeus, Poseiden, and Hermes are found in Greek mythology.
4. Myths in which the human hero has trials are called epic and hero tales.

5-6. The Illiad and the Odyssey are examples of epic tales.

7. Sigurd the Volsung is an example of Norse tale.
8. Robin Hood is an example of an hero tale.
9. In Roman mythology the Greek gods are given different names although the story is the same.

Matching:

10. c	The Heroes, The Golden Fleece, and Greek Gods and Heroes.	a.	Catherine Sellew
11. a	Adventures with the Heroes.	b.	Howard Pyle
12. b	The Story of King Arthur and his Knights.	c.	Greek myths

Circle the answer

[✓ T] F 13. In a fable, animals are usually the main character.

[✓ T] F 14. Beowulf is a good example of an epic or hero tale.

T [✓ F] 15. Myths are considered one of the simplest forms of folklore.

[✓ T] F 16. A parable is a folklore story in which the characters ar human and the purpose of the story is to teach a moral lesson.

T [✓ F] 17. Beowulf is the oldest epic in German.

Fill in the blank

18. Stories about animals which teach a lesson are called Aesop's fables.
19. A famous story of this collection is the Fox and the Grape.
20. Among the simplest of myth stories are the pourquoi tales or "Why" stories.

UNIT 14 - TEST FOR MODERN FANTASY LESSON

The following authors are some of the best known of the authors of modern fantasy. Match the authors with the titles:

j 1. J.R.R. Tolkien
f 2. Lloyd Alexander
n 3. Robert Lawson
g 4. George Selden
o 5. C.S. Lewis
c 6. Kenneth Grahame
b 7. Lewis Carroll
m 8. James Barrie
l 9. Mary Norton
h 10. Maurice Sendak
a 11. Beatrix Potter
d 12. E.B. White
e 13. Astrid Lindgren
k 14. William Pene DuBois
i 15. Hans Christian Andersen

a. The tale of Peter Rabbit
b. Alice's adventures in Wonderland
c. Wind in the willows
d. Charlotte's Web
e. Pippi Longstocking
f. The Prydian books
g. Cricket in Times Square
h. Where the Wild Things Are
i. The Ugly Duckling
j. The Hobbit
k. The Twenty-one Balloons.
l. The borrowers
m. Peter Pan
n. Rabbit Hill
o. The Narnia Stories

Match each of the statements with the appropriate title by writing the correct letter in the blank.

d 16. Bilbo Baggins battles Smaug the dragon even though he is a very small creature.
e 17. A young boy lives in Never Never Land with his guardian fairy Tinker Bell.
c 18. Pod, Homily and Arrieta Clock, never seen by humans, live under the huge old grandfathers clock in the hall.
a 19. Max has a wild time with monsters but comes home in time for dinner.
b 20. Wilbur, a pig, is saved from becoming ham and sausage by Charlotte.

a. Where the Wild Things Are
b. Charlotte's Web
c. The Borrowers
d. The Hobbit
e. Peter Pan

UNIT 15 - TEST FOR MODERN FICTION

Matching: Match each of the statements with the appropriate titles by writing the correct letter in the blank.

i 1. A house painter keeps his pet bird, Captain Cook, in the ice box.

d 2. "When I woke up this morning, I found I'd turned into my Mother." So begins the most bizarre day in the life of 13 year-old Annabel Andrews.

f 3. Janie Larkin treasures her plate regardless of where her family moves.

k 4. Lewis, a ten year-old orphan goes to Zebedee, Michigan with his warlock Uncle Jonathan who lives in a big mysterious house and practices white magic.

h 5. This girl lives in the Alps

g 6. His prime interst in life is baseball; he has been a star pitcher on two Little League teams and now is faced with leukemia.

b 7. She wears special spy clothes as she watches her friends and writes about them in her notebook.

c 8. Young Chris who hates the Yankees cannot understand how his parents can accept the fact that his older brother has joined the Union Army.

a 9. This little girl is Henry Huggins' nemesis.

e 10. Mary Call buries her father and tries to keep the family together so they won't be sent to a charity home.

a. Ramona the Pest--Cleary
b. Harriet the Spy--Fitzgerald
c. Perilous Road--Steele
d. Freaky Friday--Rodgers
e. Where the Lillies Bloom--Cleaver
f. Blue Willow--Gates
g. Hang tough, Paul Mather--Slote
h. Heide--Spyri
i. Mr. Popper's penguins--Atwater
j. House with a clock in its walls--Bellairs

Place the letter of the correct answer in the space by the item number.

c 11. Jean George is well known for her stories about:
   a. Horses
   b. Dogs
   c. Animals in general

a 12. Margaret Henry is well known for her stories about:
   a. Horses
   b. Dogs
   c. Animals in general

b 13. Jim Kjelgaard is well known for his stories about:
   a. Horses
   b. Dogs
   c. Animals in general

a 14. The plot in a historical novel is based on
   a. The period described
   b. Future time
   c. Happenings today

c 15. One of the early writers of historical fiction for children was:
   a. Maurice Sendak
   b. Toni Ungerer
   c. Howard Pyle

Match each of the titles with its author by writing the correct letter in the blank:

h 16. Caddie Woodlawn
e 17. Encyclopedia Brown
i 18. A door in the wall
a 19. Amigo
j 20. Stuart Little
b 21. Misty of Chincoteague
d 22. Ferdinand the Bull
o 23. Tom Sawyer
g 24. Little Women
f 25. Little house in the big woods (series)
l 26. All of a kind family
n 27. The Moffats
k 28. Ribsy
m 29. Danny Dunn and the homework machine
c 30. From the mixed up files of Mrs. Basil E. Frankweiler

a. Byrd B. Schweitzer
b. Marguerite Henry
c. Elaine Konigsburg
d. Munro Leaf
e. D.J. Sobol
f. Laura Ingalls Wilder
g. Louisa May Alcott
h. Carol Ryrie Brink
i. Marguerite de Angeli
j. E.B. White
k. Beverly Cleary
l. Sidney Taylor
m. Jay Williams
n. Eleanor Estes
o. Mark Twain

UNIT 16 - TEST FOR NON-FICTION BOOKS

Select a non-fiction book on a subject you know something about. Spend at least 15 minutes examining the book and then answer the following questions.

1. Author:

2. Title:

3. Copyright date:

4. Age level or grade level most useful for:

5. What is the book about:

6. Is the information up to date:

7. Is the material presented in a logical manner:

8. Is the information accurate and are the major points covered:

Circle the answer

[✓ T] F 9. Pictures show details not always made clear by words.

[✓ T] F 10. Students can supplement information found in text book by referring to trade books on a given subject.

T [✓ F] 11. Children's books do not have to be accurate in details such as when a man lived or how he lived.

[✓ T] F 12. Facts in children's books should be presented in a logical order.

T [✓ F] 13. Anyone can write a book for children since kids don't know whether the facts are true or not.

[✓ T] F 14. The format of a book is important because children and teachers and librarians often pick books to read by how they look.

[✓ T] F 15. For the young reader, authors can present the most important facts about a subject in a simple, easy to read style.

[✓ T] F 16. Non-fiction books on the biological sciences are those which give information about plants and animals.

[✓ T] F 17. Reference books are a good source of factual information.

[✓ T] F 18. Social Sciences are those subjects that have to do with people in their association with other groups of people.

[✓ T] F 19. Many art books written for adults can be enjoyed by children.

[✓ T] F 20. Non-fiction books about the weather, gravity, our earth, space, astronomy, and oceanography, fall in the category of the physical sciences.

UNIT 17 - TEST FOR BIOGRAPHY LESSON

Circle the answer

[✓ T] F 1. A biography is the story of a person's life.

[✓ T] F 2. A biography should be as accurate as the writer can make it.

T [✓ F] 3. The author of a biography can give his own opinion about that person.

T [✓ F] 4. Facts about a person can be changed if the author doesn't like them.

[✓ T] F 5. Biographies written for children try to present a positive picture of the person's achievements.

[✓ T] F 6. Biographies for children may have undocumented conversations.

[✓ T] F 7. Biographical fiction takes a historical character as a basis for the story.

[✓ T] F 8. Fictionalized biography is a type of biography in which the facts are true, and only a few liberties are taken from known, documented facts.

[✓ T] F 9. Most biographies for children are fictionalized.

T [✓ F] 10. Many biographies appear in publishers' series, and the best thing for librarians to do is buy all the biography titles in a series.

[✓ T] F 11. A collective biography is an excellent choice for a child with a short attention span.

[✓ T] F 12. The Young Crowell Biography Series has a reputation for consistently high quality books about minorities.

[✓ T] F 13. Adolescents tend to like biographies of men and women of ideas and ideals.

[✓ T] F 14. Collective biographies are good choices for readers who are interested in the lives of different people who have a common denominator such as career, race, sex or country.

[✓ T] F 15. Middle group readers like their biographies to be tales of action and achievement rather than stories of the biographees childhood pranks.

UNIT 18 - TEST FOR A MULTIMEDIA APPROACH TO CHILDREN'S LITERATURE

Circle the answer

T [✓ F] 1. It is not a good idea to enrich the curriculum using multi-media materials.

T [✓ F] 2. A film or filmstrip may be used after students have read the book, but never to introduce a book.

T [✓ F] 3. If the quality of production is good, faithfulness to the story should not be an important factor when purchasing a film or filmstrip.

[✓ T] F 4. Try to avoid films or filmstrip versions of books in which the original book illustrations have been substituted for animated illustrations.

T [✓ F] 5. Newbery Award winning books made into filmstrips are condensed versions of the story and generally destroy the quality of the writing for which the book received its award.

[✓ T] F 6. Sound quality is an important factor when selecting films or recordings.

[✓ T] F 7. Stories translated from book to film should retain the spirit of the original story and at the same time, do well that which the film medium can do but which print cannot.

[✓ T] F 8. When selecting a recording, it is important to note if the story is well paced for understanding and every word and name should be properly pronounced.

[✓ T] F 9. It is preferable to use the very excellent Weston Woods filmstrip, The Tale of Peter Rabbit for story presentation purposes instead of trying to read the tiny Peter Rabbit book to the class.

T [✓ F] 10. Children are more familiar with Walt Disney's version of popular fairy and folk tales, so it is preferable to use the Disney films to introduce these stories rather than a film version of a beautifully illustrated edition of the book.

T [✓ F] 11. An overhead projector can be used to make enlargements of book illustrations.

T [✓ F] 12. Any good film may be shown to a child regardless of his age.

T [✓ F] 13. A film about several different books on a single subject might motivate a child to read, whereas the cassette recording of a story definitely will not.

Name two ways multi-media might be used in a literature program:

14. 1. Introduce a book or poem 2. Develop meaning

15. 3. Provide background 4. Present literature in another form

UNIT 19 - TEST FOR SLOW LEARNER LESSON

Circle the correct answer

T [✓ F] 1. There are more female slow learners than male.

[✓ T] F 2. Stories which have sentences with strong action verbs in the present or past tense are especially good for the slow learner.

[✓ T] F 3. The slow learner is often job oriented, not education oriented.

T [✓ F] 4. The slow learner is usually good in other subjects.

T [✓ F] 5. The size of print and length of sentences are not important in chooseing materials for the slow reader.

T [✓ F] 6. The slow learner usually has a long attention span.

T [✓ F] 7. The slow learner has usually been read to during his pre-school years, so he has little motivation to read.

[✓ T] F 8. Poor readers will often reject reading materials obviously written for younger people.

[✓ T] F 9. The Fry Graph is simple and quick to apply and can be done by library personnel.

[✓ T] F 10. The Spache Reading Formula is fairly complex and more difficult to apply than the Fry Graph.

Fill in the blank with the correct word

Humorous
Preachy
Bibliotherapy
Adaptations
Interest
Spache Reading Formula
Paperbacks
Fry Graph

11. Interest is a primary factor to be considered in attempting to stimulate reading.

12. Bibliotherapy is using reading material to help students solve personal problems.

13. Slow learners usually like humorous stories.

14. Books which are rewritten at relatively low reading levels are called adaptations.

15. Spache Reading Formula is used mainly for evaluating reading materials for the primary grades.

16. Fry Graph is used mainly for evaluating reading materials for grades three or higher.

17. Slow learners usually don't like preachy stories.

18. Usually paperbacks are more readily accepted by many slow learners.

UNIT 20 - TEST FOR GIFTED/TALENTED PRESENTATION

Circle the correct answer

T [✓ F] 1. A child must consistently excel in at least three talent areas before he is considered gifted.

[✓ T] F 2. The greatest service an educator can do for a gifted child is to guide him rather than teach him.

T [✓ F] 3. Gifted children are always sloppy and disorganized.

[✓ T] F 4. Gifted children may have a reputation among students and teachers for wild and silly ideas.

[✓ T] F 5. A mentor is a person who volunteers to work with a student on a project in the mentor's area of expertise.

[✓ T] F 6. Divergent thinking means to generate ideas which are original, with emphasis on variety and quality of output.

T [✓ F] 7. Sir Winston Churchill was a brilliant student throughout his school career.

T [✓ F] 8. Joseph Renzulli is an educator who believes that the gifted child will get it on his own and should not be catered to by any special programs.

[✓ T] F 9. A child who shows superior ability in only one subject area may be classified as a gifted child.

[✓ T] F 10. The librarian can be of great help to the classroom teacher but should not interfere with the education of gifted students.

UNIT 21 - TEST FOR VISUALLY HANDICAPPED LESSON

Circle the correct answer

T [✓ F] 1. Large print books are always a necessity for partially sighted students.

T [✓ F] 2. It is very time consuming and expensive to borrow talking books.

T [✓ F] 3. Always guide your visually handicapped student around the library so he will not feel lost.

T [✓ F] 4. The correct approach to aid a blind person is to hold his elbow and gently guide him ahead of you.

[✓ T] F 5. Braille books are bulky and take much space for storing.

T [✓ F] 6. About 20 per cent of printed materials (that are new each year) are put in braille.

T [✓ F] 7. Blind students have a sixth sense or extraordinary talent.

T [✓ F] 8. Never use terms such as "see you later" or "did you see John" when speaking to a blind person.

[✓ T] F 9. Visual Handicapped is a term used to designate the total range of visual loss.

T [✓ F] 10. You should insist the visual handicapped child rest his eyes often during the day.

[✓ T] F 11. Talking books are provided free by the National Library Service for the Blind and Physically Handicapped.

T [✓ F] 12. Mannerisms in a blind child indicates politeness.

Place the letter symbol for the correct answer in the space next to the number.

c 13. American Printing House for the Blind (APH) specializes in:

a. Printing articles and books written by blind authors or blind persons.
b. Transcribing all books that are printed in the United States into braille.
c. Producing selected textbooks and instructional materials in braille, large print and recorded formats as well as a variety of adaptive aids and appliances for use students K-12.
d. Transcribing popular fiction and non-fiction books into braille and large print which are given away free to any blind person in America.

b 14. The Opacon is a device which:

a. Magnifies regular print to three times its original size.
b. Translates printed letters into a vibrating tactile form of the actual letter shapes which some trained blind persons can read.
c. Translates printed words into the braille dot system which all braille readers can accommodate.
d. Translates printed words into a spoken output through the use of a specially programmed computer.

d 15. Recording for the Blind (RFB) is a national organization of volunteers who produce tape recorded books for use by:

a. Any person (blind or otherwise) willing to pay for the cost of the tape.
b. Blind adults 18 years or older who have need for a particular book in their job situation.
c. Any student who is enrolled in an educational program at the elementary, secondary or college levels.
d. Any duly registered borrower whose visual, physical or perceptual handicap prevents him or her from reading normal printed material.

a 16. Cassette tapes produced especially for use by blind or physically handicapped users:

a. Require a special cassette player which can accommodate tapes recorded on four tracks and at half the normal speed.
b. Can be played on any standard cassette player.
c. Require a special cassette player because the cassette itself is a different size than standard cassette tapes.
d. Require special headphones which are issued only to legally blind persons.

a 17. Compressed Speech:

a. Allows the listener to adjust the speed of playback on a specially equipped tape player to shorten the total listening time.
b. Is a term for a common speech impediment found in many blind children.
c. Is a term which describes the common behavior of many blind persons who talk faster than normal.
d. Is a method of note-taking used by many braille students.

b 18. The Visualtek is an example of a:

a. Lighted magnifying glass which can be hand-held.
b. Closed circuit television system which uses a close-up television camera.
c. Specially designed pair of glasses which allows the user to zoom in on subjects at various distances.
d. Device used by blind persons which aids them in traveling.

c 19. The American Foundation for the Blind (AFB):

a. Provides free braille writers for any blind person who cannot afford to pay for their own.
b. Arranges and pays for corrective eye surgery when warranted for any legally blind student.
c. Publishes a catalog of products for people with vision problems which includes such items as canes, braille watches, adaptive tools, cooking instruments and games.
d. Specializes in producing relief maps specifically designed for use by blind students.

c 20. New Mexico School for the Visually Handicapped (NMSVH) in Alamogordo:

a. Is really the only place in the state where visually impaired students can be educated properly.
b. Will gladly produce any book in braille, large print, any cassette tape at no charge for any student in any school district in New Mexico.
c. Annually registers all legally blind students below the college level in New Mexico to qualify them to recieve a quota allotment of materials from American Printing House for the Blind.
d. Can provide materials only for those students enrolled at NMSVH.

a 21. The Speech Calculator:

a. Electronically pronounces the numbers and functions which sighted persons can see.
b. Uses a tape recording which moves to the proper location to announce which key has been punched.
c. Costs no more than any regular calculator.

d 22. Talking books which are recorded on discs are usually played back at:

a. 78 rpm
b. 33 1/3 rpm
c. 45 rpm
d. 8 rpm

UNIT 22 - TEST FOR HEARING IMPAIRED

Circle the correct answer

T [✓ F] 1. The greatest handicap of the deaf is in learning to speak.

[✓ T] F 2. A conductive hearing loss can quite often be corrected by surgery.

T [✓ F] 3. An audiologist is a medical doctor who tests hearing.

T [✓ F] 4. A sensori neural loss can be corrected by surgery.

[✓ T] F 5. A hearing aid is a mechanical device that amplifies all sounds.

T [✓ F] 6. The social maturity of the hearing impaired is usually about the same as his hearing peers.

T [✓ F] 7. When speaking to hearing impaired person, enunciate clearly, one word at a time.

T [✓ F] 8. If the hearing impaired person didn't understand you the first time, repeat your words more slowly.

[✓ T] F 9. The best seat for a hearing impaired student is directly in front of the teacher.

[✓ T] F 10. Speech is an oral means of communication.

UNIT 23 - TEST FOR PHYSICALLY HANDICAPPED LESSON

Circle the correct answer

T [✓ F] 1. The main cause of cerebral palsy is an injury to the spinal cord.

T [✓ F] 2. Handicapped children have different emotional needs than normal children.

[✓ T] F 3. Not all children with cerebral palsy have communication problems.

T [✓ F] 4. All physically handicapped children have impaired intellectual functioning.

[✓ T] F 5. Epilepsy is a convulsive disorder which is symptomatic of brain damage.

T [✓ F] 6. Arthrogryposis is a hereditary disease which attacks a child's muscle development.

[✓ T] F 7. When working with physically handicapped children in the library the physical arrangement of the furniture and shelves is an essential item in the planning.

T [✓ F] 8. Cerebral palsy is a progressive disorder that increases in severity as the child matures.

T [✓ F] 9. Spina bifida is the result of an insult or injury to the spinal cord.

[✓ T] F 10. All children with cerebral palsy have some type of brain injury or brain damage.

[✓ T] F 11. Most learning activities can be adapted to meet the needs of physically impaired children.

[✓ T] F 12. Anoxia can be described as an inadequate supply of oxygen.

T [✓ F] 13. Physically handicapped children should not be encouraged to become independent.

[✓ T] F 14. Congenital disorders or impairments can be described as existing from birth.

T [✓ F] 15. All physically handicapped children require placement in a special education program.

UNIT 24 - TEST FOR LIBRARY SERVICE TO MENTALLY HANDICAPPED STUDENTS

Circle the correct answer

T [✓ F] 1. The mentally handicapped student is one who exhibits language, articulation, voice or fluency disorders which are outside the range of acceptable variation in a give environment and inconsistent with his chronological and/or mental age.

T [✓ F] 2. When showing a film or filmstrip to mentally handicapped students, you should never stop to discuss points you might feel need explanation.

[✓ T] F 3. The mentally handicapped student may have difficulty comprehending social situations.

[✓ T] F 4. Some mentally handicapped students might need easy-to-read books, while others might require high interest-low vocabulary books.

[✓ T] F 5. The mentally handicapped student is often hyperactive and easily disturbed.

[✓ T] F 6. Most mentally handicapped students show a preference for books that have a main character or group doing only one thing.

T [✓ F] 7. When reading or telling a story to mentally handicapped students, a long story should be chosen because the mentally handicapped like storytelling.

T [✓ F] 8. In working with mentally handicapped children avoid the use of folktales that have action and repeat the same idea.

T [✓ F] 9. Do not use audio visual materials in library programs for mentally handicapped since the action and noise may upset them.

T [✓ F] 10. A student classified trainable mentally handicapped can be taught to read.

T [✓ F] 11. The mentally handicapped student often exhibits inappropriate aggressive behavior.

[✓ T] F 12. The mentally handicapped student has a great deal of patience.

[✓ T] F 13. One of the biggest barriers to handicapped people are other people's attitude.

Mentally handicapped students benefit from storytelling because it:

14. *Choose two:* *Teaches new vocabulary*
Stretches attention span
15.
Introduces new ideas
Provides a socializing experience

UNIT 25 - TEST FOR LIBRARY SERVICES FOR CHILDREN WITH OTHER HANDICAPPED CONDITIONS THAT INHIBIT THEIR ABILITY TO LEARN

Matching: Match each of the word below with its appropriate definition

L 1. Auditory perception
H 2. Behavior Modification
D 3. One characteristic of a learning disabled child
Q 4. Modality
B 5. Visual-motor coordination
J 6. Perception
M 7. Expressive Language Skills
K 8. Communication Disordered child
N 9. Receptive Language
O 10. Aphasia
P 11. Dyslexia
G 12. Perseveration
E 13. Laterality
F 14. Hyperactivity
I 15. Behaviorally Disordered child

a. A child who before, during or after birth has received an injury to or suffered an infection of the brain.

b. The ability to coordinate vision with movements of the body or parts of the body.

c. Is eight million

d. Inability to perform in a certain acedemic area.

e. Involves the awareness of the two sides of the one body and the ability to identify them as left and right correctly.

f. Excessive mobility or motor restlessness.

g. The tendency to persist in an activity despite the fact that it may lack relevance in the particular stimulus situation.

h. A technique of changing human behavior bases on the theory of operant behavior and conditioning.

i. Exibits behavior that deviates significantly from the norm and interferes with his/her ability to learn.

j. The process of organizing or interpreting the data obtained through the senses.

k. Exhibits language, articulation, voice and/or fluency disorders which are outside the range of acceptable variation.

l. The ability to interpret or organize the sensory data received through the ear.

POST TESTS FOR:

SECTION I
SECTION II
SECTION III

Section I - Post Test

Fill in the blanks in Column A with the correct number from Column B

Column A	Column B
______ 1. Maps showing configurations of the earth's surface including diferences in elevation.	1. Index
______ 2. A plan for numbering non-fiction books.	2. Relief map
______ 3. A statement by the author that explains his purpose in writing the book.	3. Encyclopedias
______ 4. A book written by a person about his own life.	4. Thematic maps
______ 5. Maps showing man-made features such as boundaries, cities and towns.	5. Vertical file
______ 6. A set of books containing information on many topics.	6. Dewey Decimal System
______ 7. A dictionary of famous people.	7. Autobiography
______ 8. An alphabetical list of topics and page numbers at the end of a book.	8. Political maps
______ 9. Maps showing rainfall, temperature, agricultural products, or industries, etc.	9. Preface
______10. A variety of uncataloged, alphabetically arranged materials, such as pamphlets, pictures, newspaper and magazine clippings.	10. Biographical dictionary

Fill in the blanks using terms provided below.

glossary
appendix
bibliography
legend
thesaurus
encyclopedia

"see Also"
almanac
Reader's Guide to Periodical Literature (or Abridged Reader's Guide)
Index
card catalog

11. A ________________ reference refers you to other words to look under to get more information on the same or related subjects.

12. A ________________ is a source of current information as well as older information.

13. According to the Dewey decimal system, ______________ are classified in the 000's.

14. A ________________ is a reference book used to locate a word that means the same thing as another word.

15. To find a book in the library called Charlotte's Web, you would look in the ___________________.

16. A ____________________ contains additional information about the subject of the book, often in the form of tables and notes.

17. A ________________ is a small dictionary of special words and terms used in the text of the book.

18. A ________________ appearing at the back of a book is valuable as an additional source of information.

19. _________________________ will help you find articles in current magazines as well as magazines that are several years old.

20. If you wanted to find out what subjects are in a book, you would look in the ________________________.

In which of the reference books listed below would you look first to locate the following kinds of information? Place the letter symbol for the reference books you would use on the line provided.

A. ENCYCLOPEDIAS
B. WORD DICTIONARIES
C. ALMANAC
D. ATLAS
E. BIOGRAPHICAL DICTIONARY
F. THESAURUS

_____ 21. Current basic facts and statistics about a country.

_____ 22. Charts giving birth and death dates of important people.

_____ 23. Correct usage of words.

_____ 24. Factual description of a country.

_____ 25. Events of the previous year.

_____ 26. Location of cities, states.

_____ 27. Political boundaries.

_____ 28. The plural form of a word.

_____ 29. A brief sketch of the life of the American author Walt Whitman.

_____ 30. Synonyms and antonyms.

_____ 31. Detailed information about the early life of a past president of the United States.

_____ 32. Voting statistics for the previous year.

_____ 33. General information on a subject for a report.

_____ 34. All questions dealing with words.

_____ 35. Up-to-date sports records.

True or False

_____ 36. The plays of Neil Simon can be found in the 800's.

_____ 37. Topics in an almanac are arranged in alphabetical order.

_____ 38. Not all encyclopedias are arranged alphabetically, word by word.

_____ 39. An almanac will tell you who won the World Series in 1935.

_____ 40. An abridged dictionary gives only the most common definition of a word.

_____ 41. An atlas gives the location of rivers and oceans.

_____ 42. Information about people found in a biographical dictionary can often be found in an encyclopedia.

_____ 43. You would expect to find the years President Nixon was President of the U.S. in a book with a copyright date of 1960.

_____ 44. Books about art and painting are found in the 700's.

_____ 45. The National Geographic Index is an index to articles in several popular magazines.

Below is an example of a card in the card catalog. Look at the entry and answer the following questions.

551.5 Chandler, T.J.
C Air around us. Doubleday, 1969.
107 p., illus.

1. Air I. Title

46. Does the book have pictures?_____________

47. What is the subject of this book?_____________

48. What is the title of this book?___________________________

Below is an example of an entry in the National Geographic Index. Look at the entry and answer the following questions.

Rainbow World Beneath the Red Sea;
a portfolio, by David Doubilet.
23 illus. pp 344-365, Sept. 1975.

49. What is issue of the "National Geographic Magazine" would you look in to find this article?______________________

50. Who is the author of this article?____________________________

Circle the correct answer

51. A book in which the author tells the life story of another person is
    - a. A character sketch
    - b. A biography
    - c. A bibliography

52. To find information about an author who has been prominent during the past 20 years, which of the following would be most helpful?
    - a. Twentieth Century Authors
    - b. Dictionary of American Biography
    - c. The Encyclopedia of the Social Sciences

53. When seeking information about a well known figure in America's past a good starting point would be
    - a. Dictionary of American Biography
    - b. Current Biography
    - c. Contemporary Authors

54. If you were browsing in the 200's you would find books on
    - a. agriculture
    - b. Bible
    - c. English language

55. To find the words of famous people on a subject of interest, look in
    - a. a biographical dictionary
    - b. a word dictionary
    - c. English language

56. If you wished to use an atlas to find the largest ocean in the world, you would look for
    - a. the index
    - b. the table of world facts and comparisons
    - c. the table of contents

57. The gazetteer section of an atlas is
    - a. a section showing maps of the sky and space
    - b. similar to a geographical dictionary giving descriptions of places
    - c. a section showing economic maps only

58. When using an atlas, if you wish to locate a city on a map, you should use
    - a. the table of contents
    - b. the map index
    - c. a table of world facts and comparisons

59. When using an atlas if you wished to find a map showing the distribution of population throughout the world, you could locate if by referring to
    - a. the table of contents
    - b. the index
    - c. legend

60. A political map shows
   a. The earth's surface, such as mountains, plains, deserts, rivers, oceans, etc.
   b. The areas as divided by man-made boundaries into countries, states, cities, etc.
   c. Special information, such as distribution of population, products, etc.

True or False

_____ 61. Webster's Biographical Dictionary contains information on British and American persons only.

_____ 62. Latitude lines on a map are parallel to the equator.

_____ 63. One function of maps is to provide a reduced representation of the earth's surface.

_____ 64. Biographies are shelved alphabetically by the author's last name.

_____ 65. Guide words in encyclopedias, almanacs, and dictionaries tell you how many words are on the page.

List 4 types of information a word dictionary will tell you about a word.

66.____

67.____

68.____

69.____

Match the word in the right hand column with the blank space in the left hand column.

_____ 70. Meaning of a word

_____ 71. Language the word comes from

_____ 72. A word which means the same as another word

_____ 73. Appears at the front of a book

_____ 74. On a map, line on which distances are marked off

_____ 75. Tells what map symbols mean or represent

a. table of contents
b. derivation
c. scale
d. biography
e. legend
f. antonym
g. synonym
h. definition

Section II - Post Test

True or False

_____ 1. Some of a child's emotional needs can be satisfied by reading books.

_____ 2. Paul Bunyon was an American folk hero whose strength and skill with a hammer helped build the country's railroads.

_____ 3. Students can supplement information found in text books by referring to trade books on a given subject.

_____ 4. Reading aloud should be limited to K-3rd grade children.

_____ 5. "Setting" refers to the time and place of the story.

_____ 6. Characters of a story, whether realistic or fantasy, must be convincing to the reader.

_____ 7. The action of a story is also called plot of a story.

_____ 8. The main idea of a story can also be called the theme.

_____ 9. Biographical fiction takes an historical character as a basis for the story.

_____10. Only books that agree with our own ideas should be included in the library collection.

_____11. The artist illustrations in children's books contribute to their appeal to children.

_____12. Art in children's books clarifies the text and adds information not found in the text.

_____13. A film or filmstrip may be used after students have read a book, but never to introduce a book.

_____14. If the quality of production is good, faithfullness to the story should not be an important factor when purchasing a film or filmstrip.

_____15. Try to avoid films or filmstrips versions of a book in which the original book illustrations have been substituted for animated illustrations.

_____16. It is preferable to use the very excellent Weston Woods filmstrip, The Tale of Peter Rabbit for story presentation purposes instead of trying to read the tiny Peter Rabbit book to a class.

_____17. An overhead projector can be used to make enlargements of book illustrations.

Match each of the statements with the appropriate title by writing the correct letter in the blank provided.

_____18. A house painter keeps his pet bird, Captain Cook, in the ice box.

_____19. "When I woke up this morning, I found I'd turned into my Mother."

_____20. Janie Larkin treasures her plate regardless of where her family moves.

_____21. Lewis, a ten year-old orphan goes to Zebedee, Michigan with his warlock Uncle Jonathan who lives in a big mysterious house and practices white magic.

_____22. This girl lives in the Alps.

_____23. His prime interest in life is baseball; he's been a star pitcher on two little league teams and now is faced with leukemia.

_____24. She wears special spy clothes as she watches her friends and writes about them in her notebook.

_____25. Young Chris who hates the Yankees cannot understand how his parents can accept the fact that his older brother has joined the Union Army.

_____26. This little girl is Henry Huggins' nemesis.

_____27. Mary Call buries her father and tries to keep the family together so they won't be sent to a charity home.

a. Ramona the Pest--Cleary

b. Harriet the Spy--Fitgerald

c. Perilous Road--Steele

d. Freaky Friday--Rodgers

e. Where the Lillies Bloom--Cleaver

f. Blue Willow--Gates

g. Hang Tough, Paul Mather--Slote

h. Heidi--Spyri

i. Mr. Popper's Penguins--Atwater

j. House with a Clock in its Walls--Bellairs

Place the letter of the correct answer in the space to the left on the item number.

_____28. Some of the earliest nursery rhymes for children are found in:

a. Penny Sampler
b. Mother Goose
c. Nonsense Verse

____29. One of the most popular books in all English literature was printed in 1719 by Daniel Defoe:

a. Robinson Crusoe
b. Kidnapped
c. Swiss Family Robinson

____30. The story-poem, Night Before Christmas (A visit from St. Nicholas), written in 1822, was written by:

a. Mark Twain
b. Hans Christian Anderson
c. Clement Moore

____31. The Brothers Grimm gathered together the stories called:

a. Murder Mysteries
b. Fairy Tales
c. Narrative Poems

____32. Little Women, written in 1868 and still widely read, was written by:

a. Mary Dodge
b. John Silver
c. Louisa May Alcott

____33. Pinocchio written by Collodi and published in 1891 is an early example of the idea that:

a. a toy can come to life
b. a boy can run away
c. a man can become a magician

____34. The illustrations in alphabet books are used to help children:

a. learn new games
b. learn to identify shape and representative sound
c. learn to distinguish color

____35. Picture books with things to count on each page are called:

a. number books
b. box books
c. counting books

____36. Little Bear by Minarik is a family story useful for a:

a. beginning reader
b. advanced reader
c. pre-school reader

____37. The Cat in the Hat introduces children to the humorous rhymes of:

a. Leonard Hessler
b. Martha Alexander
c. Dr. Seuss

Complete the following sentences with the correct answer

38. ________________ is the songs, stories, myths and proverbs of people as passed down from generation to generation.

39. ________________ fables are stories about animals which teach a lesson.

40. The gods Zeus, Poseiden, and Hermes are found in __________ mythology.

41. In mythology, gods are given the characteristics and powers of ________________ beings whom they resemble and who resemble them.

42. Myths first written down in Iceland are called __________ myths.

43. Myths in which the human hero has many trails are called __________ and hero tales.

44.- 45. The Iliad and the __________ are examples of __________ tales.

46. Segurd ______________ is an example of Norse tale.

47. Another example of this type of story is Robin Hood, a __________ tale.

48. In ________________ mythology the Greek gods are given different names, thought the story is the same.

The following writers are authors who also illustrated their own books. MATCH the author with the correct title:

TITLE	AUTHOR
____49. Snippy and Snappy	a. Ezra Jack Keats
____50. Mr. Grumpy's Motor Car	b. James Daugherty
____51. The story of Babar, the little elephant	c. Wanda Gag
____52. A friend is someone who likes you	d. Robert McCloskey
____53. The tale of Peter Rabbit	e. Beatrix Potter
____54. Freight Train	f. Berta and Elmer Hader
____55. Curious George	g. John Burningham
____56. Where the wild things are	h. Joan Walsh Anglund
____57. Arrow to the Sun	i. Virginia Lee Burton
____58. Andy and the lion	j. H.A. Rey
____59. The Big Snow	k. Maurice Sendak
____60. Frog and Toad are friends	l. Gerald McDermott
____61. Mike Mulligan and his Steam Shovel	m. Arnold Lobel
____62. Blueberries for Sal	n. Jean de Brunhoff
____63. Whistle for Willie	o. Donald Crews

The following famous books were illustrated by artists. Match the artist (illustrator) with the famous book that he illustrated:

TITLE	ILLUSTRATOR
____64. Kenneth Grahame's WIND IN THE WILLOWS	A. Garth Williams
____65. Munro Leaf's FERDINAND THE BULL	B. Robert Lawson
____66. E.B. White's STUART LITTLE	C. Arthur Radkham
____67. Marjorie Flack's STORY ABOUT PING	D. Ernest Shepard
____68. A.A. Milne's WINNIE THE POOH	E. Kurt Wiese

Match the following fiction and fantasy titles with the correct author

TITLE	AUTHOR
_____69. All of a kind family	a. Mary Norton
_____70. Pippi Longstocking	b. Rudyard Kipling
_____71. The Moffats	c. J.R.R. Tolkien
_____72. Just so Stories	d. Astrid Lindgren
_____73. Ribsy	e. C. S. Lewis
_____74. Charlotte's Web	f. Jay Williams
_____75. The Borrowers	g. Sidney Taylor
_____76. Cricket in Times Square	h. Laura Ingalls Wilder
_____77. Danny Dunn and the Homework Machine	i. Beverly Cleary
_____78. The Little House in the Big Woods	j. Elenor Estes
_____79. The Lion the Witch and the Wardrobe (Narnia Stories)	k. George Selden
_____80. The Hobbit	l. E.B. White

Section III - Post Test

True or False

_____ 1. A child must consistently excel in at least three talent areas before he is considered gifted.

_____ 2. The librarian can be of great help to the classroom teacher but should not interfere with the education of gifted students.

_____ 3. The slow learner/reader usually has a long attention span.

_____ 4. The Fry Graph is simple and quick to apply and can be done by Library personnel.

_____ 5. Always guide your visually handicapped student around the library so he will not feel lost.

_____ 6. Most mentally handicapped students show a preference for books that have a main character or group doing only one thing.

_____ 7. The greatest service an educator can do for a gifted child is to guide him rather than teach him.

_____ 8. Dyslexia is impairment of the ability to interpret or use oral language.

_____ 9. When speaking to a hearing impaired person, enunciate clearly, one word at a time.

_____10. An audiologist is a medical doctor who tests hearing.

_____11. Handicapped children have different emotional needs than normal children.

_____12. Cerebral palsy is a progressive disorder that increases in severity as the child matures.

_____13. Congenital disorders or impairments can be described as existing from birth.

_____14. The slow learner is often job oriented, not education oriented.

_____15. The poor reader will often reject reading materials obviously written for younger people.

_____16. Visual Handicapped is a term used to designate the total range of visual loss.

_____17. Blind students have a sixth sense or extraordinary talent.

_____18. When reading or telling a story to mentally handicapped students, a long story should be chosen because the mentally handicapped like storytelling.

____19. One of the biggest barriers to handicapped people are other people's attitude.

____20. The social maturity of the hearing impaired is usually about the same as his hearing peers.

Fill in the blank with the correct word

Humorous
Preachy
Bibliotherapy
Spache Reading Formula
Adaptations
Interest
Fry Graph

21. ____________________ is a primary factor to be considered in attempting to stimulate reading.

22. Slow learner/readers usually like ____________________ stories.

23. Slow learner/readers usually don't like ________________ stories.

Place the letter to the correct answer in the space provided below

____24. Cassette tapes produced expecially for use by blind or physically handicapped users:

a. Require a special cassette player which can accommodate tapes recorded on four tracks and at half the normal speed.
b. Can be played on any standard cassette player.
c. Require a special cassette player because the cassette itself is a different size than standard cassette tapes.
d. Require special headphones which are issued only to legally blind persons.

Fill in the blank with one of the following terms:

Mentally handicapped student
Behaviorally disordered student
Learning disabled student
Communication disabled student

25. ______________________________ is one who exhibits behavior that deviates significantly from the norm and interferes with his/her ability to learn.

Fill in the blank with the correct letter

____26. Modality

____27. One characteristic of a learning disabled child.

____28. Receptive language

____29. Speech

____30. Laterality

a. Can feed themselves

b. Involves the awareness of the two sides of one's body and the ability to identify them as left or right correctly

c. Are teased a lot

d. More like, than unlike other people

e. Oral means of communication

f. Pathway through which an individual receives information and thereby learns.

g. Language that is spoken or written by others and received by the individual

h. Impairment of the ability to use or understand oral language

i. Inability to perform in a certain learning area

KEYS TO POST TESTS FOR

SECTION I
SECTION II
SECTION III

Section I - Post Test

Fill in the blanks in Column A with the correct number from Column B

Column A			Column B	
2	1.	Maps showing configurations of the earth's surface including diferences in elevation.	1.	Index
6	2.	A plan for numbering non-fiction books.	2.	Relief map
9	3.	A statement by the author that explains his purpose in writing the book.	3.	Encyclopedias
7	4.	A book written by a person about his own life.	4.	Thematic maps
8	5.	Maps showing man-made features such as boundaries, cities and towns.	5.	Vertical file
3	6.	A set of books containing information on many topics.	6.	Dewey Decimal System
10	7.	A dictionary of famous people.	7.	Autobiography
1	8.	An alphabetical list of topics and page numbers at the end of a book.	8.	Political maps
4	9.	Maps showing rainfall, temperature, agricultural products, or industries, etc.	9.	Preface
5	10.	A variety of uncataloged, alphabetically arranged materials, such as pamphlets, pictures, newspaper and magazine clippings.	10.	Biographical dictionary

Fill in the blanks using terms provided below.

glossary
appendix
bibliography
legend
thesaurus
encyclopedia

"see Also"
almanac
Reader's Guide to Periodical Literature (or Abridged Reader's Guide)
Index
card catalog

11. A see also reference refers you to other words to look under to get more information on the same or related subjects.

12. A almanac is a source of current information as well as older information.

13. According to the Dewey decimal system, ________________ are classified in the 000's.

14. A thesaurus is a reference book used to locate a word that means the same thing as another word.

15. To find a book in the library called Charlotte's Web, you would look in the card catalog.

16. A appendix contains additional information about the subject of the book, often in the form of tables and notes.

17. A glossary is a small dictionary of special words and terms used in the text of the book.

18. A bibliography appearing at the back of a book is valuable as an additional source of information.

19. abridged Reader's Guide will help you find articles in current magazines as well as magazines that are several years old.

20. If you wanted to find out what subjects are in a book, you would look in the index.

In which of the reference books listed below would you look first to locate the following kinds of information? Place the letter symbol for the reference books you would use on the line provided.

A. ENCYCLOPEDIAS
B. WORD DICTIONARIES
C. ALMANAC
D. ATLAS
E. BIOGRAPHICAL DICTIONARY
F. THESAURUS

C 21. Current basic facts and statistics about a country.

C 22. Charts giving birth and death dates of important people.

B 23. Correct usage of words.

A 24. Factual description of a country.

C 25. Events of the previous year.

D 26. Location of cities, states.

D 27. Political boundaries.

B 28. The plural form of a word.

E 29. A brief sketch of the life of the American author Walt Whitman.

F 30. Synonyms and antonyms.

A 31. Detailed information about the early life of a past president of the United States.

C 32. Voting statistics for the previous year.

A 33. General information on a subject for a report.

B 34. All questions dealing with words.

C 35. Up-to-date sports records.

True or False

T 36. The plays of Neil Simon can be found in the 800's.

F 37. Topics in an almanac are arranged in alphabetical order.

T 38. Not all encyclopedias are arranged alphabetically, word by word.

T 39. An almanac will tell you who won the World Series in 1935.

F 40. An abridged dictionary gives only the most common definition of a word.

T 41. An atlas gives the location of rivers and oceans.

T 42. Information about people found in a biographical dictionary can often be found in an encyclopedia.

F 43. You would expect to find the years President Nixon was President of the U.S. in a book with a copyright date of 1960.

T 44. Books about art and painting are found in the 700's.

F 45. The National Geographic Index is an index to articles in several popular magazines.

Below is an example of a card in the card catalog. Look at the entry and answer the following questions.

551.5 Chandler, T.J.
C Air around us. Doubleday, 1969.
107 p., illus.

1. Air I. Title

46. Does the book have pictures? *Yes*

47. What is the subject of this book? *air*

48. What is the title of this book? *air around us*

Below is an example of an entry in the National Geographic Index. Look at the entry and answer the following questions.

Rainbow World Beneath the Red Sea;
a portfolio, by David Doubilet.
23 illus. pp 344-365, Sept. 1975.

49. What issue of the "National Geographic Magazine" would you look in to find this article? *September, 1975*

50. Who is the author of this article? *Doubilet*

Circle the correct answer

51. A book in which the author tells the life story of another person is
    - a. A character sketch
    - [✓ b.] A biography
    - c. A bibliography

52. To find information about an author who has been prominent during the past 20 years, which of the following would be most helpful?
    - [✓ a.] Twentieth Century Authors
    - b. Dictionary of American Biography
    - c. The Encyclopedia of the Social Sciences

53. When seeking information about a well known figure in America's past a good starting point would be
    - [✓ a.] Dictionary of American Biography
    - b. Current Biography
    - c. Contemporary Authors

54. If you were browsing in the 200's you would find books on
    - a. agriculture
    - [✓ b.] Bible
    - c. English language

55. To find the words of famous people on a subject of interest, look in
    - a. a biographical dictionary
    - b. a word dictionary
    - [✓ c.] English language

56. If you wished to use an atlas to find the largest ocean in the world, you would look for
    - a. the index
    - [✓ b.] the table of world facts and comparisons
    - c. the table of contents

57. The gazetteer section of an atlas is
    - a. a section showing maps of the sky and space
    - [✓ b.] similar to a geographical dictionary giving descriptions of places
    - c. a section showing economic maps only

58. When using an atlas, if you wish to locate a city on a map, you should use
    - a. the table of contents
    - [✓ b.] the map index
    - c. a table of world facts and comparisons

59. When using an atlas if you wished to find a map showing the distribution of population throughout the world, you could locate if by referring to
    - [✓ a.] the table of contents
    - b. the index
    - c. legend

60. A political map shows
   a. The earth's surface, such as mountains, plains, deserts, rivers, oceans, etc.
   [✓ b.] The areas as divided by man-made boundaries into countries, states, cities, etc.
   c. Special information, such as distribution of population, products, etc.

True or False

F 61 Webster's Biographical Dictionary contains information on British and American persons only.

T 62. Latitude lines on a map are parallel to the equator.

T 63. One function of maps is to provide a reduced representation of the earth's surface.

F 64. Biographies are shelved alphabetically by the author's last name.

F 65. Guide words in encyclopedias, almanacs, and dictionaries tell you how many words are on the page.

List 4 types of information a word dictionary will tell you about a word.

66. Definition

67. Pronounciation

68. Spelling

69. Parts of speech

Match the word in the right hand column with the blank space in the left hand column.

H 70. Meaning of a word

B 71. Language the word comes from

G 72. A word which means the same as another word

A 73. Appears at the front of a book

C 74. On a map, line on which distances are marked off

E 75. Tells what map symbols mean or represent

a. table of contents
b. derivation
c. scale
d. biography
e. legend
f. antonym
g. synonym
h. definition

Section II - Post Test

True or False

T 1. Some of a child's emotional needs can be satisfied by reading books.

F 2. Paul Bunyon was an American folk hero whose strength and skill with a hammer helped build the country's railroads.

T 3. Students can supplement information found in text books by referring to trade books on a given subject.

F 4. Reading aloud should be limited to K-3rd grade children.

T 5. "Setting" refers to the time and place of the story.

T 6. Characters of a story, whether realistic or fantasy, must be convincing to the reader.

T 7. The action of a story is also called plot of a story.

T 8. The main idea of a story can also be called the theme.

T 9. Biographical fiction takes an historical character as a basis for the story.

F 10. Only books that agree with our own ideas should be included in the library collection.

T 11. The artist illustrations in children's books contribute to their appeal to children.

T 12. Art in children's books clarifies the text and adds information not found in the text.

F 13. A film or filmstrip may be used after students have read a book, but never to introduce a book.

F 14. If the quality of production is good, faithfullness to the story should not be an important factor when purchasing a film or filmstrip.

T 15. Try to avoid films or filmstrips versions of a book in which the original book illustrations have been substituted for animated illustrations.

T 16. It is preferable to use the very excellent Weston Woods filmstrip, The Tale of Peter Rabbit for story presentation purposes instead of trying to read the tiny Peter Rabbit book to a class.

F 17. An overhead projector can be used to make enlargements of book illustrations.

Match each of the statements with the appropriate title by writing the correct letter in the blank provided.

I 18. A house painter keeps his pet bird, Captain Cook, in the ice box.

D 19. "When I woke up this morning, I found I'd turned into my Mother."

F 20. Janie Larkin treasures her plate regardless of where her family moves.

K 21. Lewis, a ten year-old orphan goes to Zebedee, Michigan with his warlock Uncle Jonathan who lives in a big mysterious house and practices white magic.

H 22. This girl lives in the Alps.

G 23. His prime interest in life is baseball; he's been a star pitcher on two little league teams and now is faced with leukemia.

B 24. She wears special spy clothes as she watches her friends and writes about them in her notebook.

C 25. Young Chris who hates the Yankees cannot understand how his parents can accept the fact that his older brother has joined the Union Army.

A 26. This little girl is Henry Huggins' nemesis.

E 27. Mary Call buries her father and tries to keep the family together so they won't be sent to a charity home.

a. Ramona the Pest--Cleary
b. Harriet the Spy--Fitgerald
c. Perilous Road--Steele
d. Freaky Friday--Rodgers
e. Where the Lillies Bloom--Cleaver
f. Blue Willow--Gates
g. Hang Tough, Paul Mather--Slote
h. Heidi--Spyri
i. Mr. Popper's Penguins--Atwater
j. House with a Clock in its Walls--Bellairs

Place the letter of the correct answer in the space to the left on the item number.

B 28. Some of the earliest nursery rhymes for children are found in:

a. Penny Sampler
b. Mother Goose
c. Nonsense Verse

A 29. One of the most popular books in all English literature was printed in 1719 by Daniel Defoe:

a. Robinson Crusoe
b. Kidnapped
c. Swiss Family Robinson

C 30. The story-poem, Night Before Christmas (A visit from St. Nicholas), written in 1822, was written by:

a. Mark Twain
b. Hans Christian Anderson
c. Clement Moore

B 31. The Brothers Grimm gathered together the stories called:

a. Murder Mysteries
b. Fairy Tales
c. Narrative Poems

C 32. Little Women, written in 1868 and still widely read, was written by:

a. Mary Dodge
b. John Silver
c. Louisa May Alcott

A 33. Pinocchio written by Collodi and published in 1891 is an early example of the idea that:

a. a toy can come to life
b. a boy can run away
c. a man can become a magician

B 34. The illustrations in alphabet books are used to help children:

a. learn new games
b. learn to identify shape and representative sound
c. learn to distinguish color

C 35. Picture books with things to count on each page are called:

a. number books
b. box books
c. counting books

A 36. Little Bear by Minarik is a family story useful for a:

a. beginning reader
b. advanced reader
c. pre-school reader

C 37. The Cat in the Hat introduces children to the humorous rhymes of:

a. Leonard Hessler
b. Martha Alexander
c. Dr. Seuss

Complete the following sentences with the correct answer

38. Folklore is the songs, stories, myths and proverbs of people as passed down from generation to generation.

39. Aesop's fables are stories about animals which teach a lesson.

40. The gods Zeus, Poseiden, and Hernes are found in Greek mythology.

41. In mythology, gods are given the characteristics and powers of Human beings whom they resemble and who resemble them.

42. Myths first written down in Iceland are called Norse myths.

43. Myths in which the human hero has many trails are called Epic and hero tales.

44.- 45. The Iliad and the Odyssey are examples of Epic tales.

46. Segurd the Volsung is an example of Norse tale.

47. Another example of this type of story is Robin Hood, a Hero tale.

48. In Roman mythology the Greek gods are given different names althought the story is the same.

The following writers are authors who also illustrated their own books. MATCH the author with the correct title:

TITLE	AUTHOR
C 49. Snippy and Snappy	a. Ezra Jack Keats
G 50. Mr. Grumpy's Motor Car	b. James Daugherty
N 51. The story of Babar, the little elephant	c. Wanda Gag
H 52. A friend is someone who likes you	d. Robert McCloskey
E 53. The tale of Peter Rabbit	e. Beatrix Potter
O 54. Freight Train	f. Berta and Elmer Hader
J 55. Curious George	g. John Burningham
K 56. Where the wild things are	h. Joan Walsh Anglund
L 57. Arrow to the Sun	i. Virginia Lee Burton
B 58. Andy and the lion	j. H.A. Rey
F 59. The Big Snow	k. Maurice Sendak
M 60. Frog and Toad are friends	l. Gerald McDermott
I 61. Mike Mulligan and his Steam Shovel	m. Arnold Lobel
D 62. Blueberries for Sal	n. Jean de Brunhoff
A 63. Whistle for Willie	o. Donald Crews

The following famous books were illustrated by artists. Match the artist (illustrator) with the famous book that he illustrated:

TITLE	ILLUSTRATOR
C 64. Kenneth Grahame's WIND IN THE WILLOWS	A. Garth Williams
B 65. Munro Leaf's FERDINAND THE BULL	B. Robert Lawson
A 66. E.B. White's STUART LITTLE	C. Arthur Radkham
E 67. Marjorie Flack's STORY ABOUT PING	D. Ernest Shepard
D 68. A.A. Milne's WINNIE THE POOH	E. Kurt Wiese

Match the following fiction and fantasy titles with the correct author

TITLE

G 69. All of a kind family

D 70. Pippi Longstocking

J 71. The Moffats

B 72. Just so Stories

I 73. Ribsy

L 74. Charlotte's Web

A 75. The Borrowers

K 76. Cricket in Times Square

F 77. Danny Dunn and the Homework Machine

H 78. The Little House in the Big Woods

E 79. The Lion the Witch and the Wardrobe (Narnia Stories)

C 80. The Hobbit

AUTHOR

a. Mary Norton

b. Rudyard Kipling

c. J.R.R. Tolkien

d. Astrid Lindgren

e. C. S. Lewis

f. Jay Williams

g. Sidney Taylor

h. Laura Ingalls Wilder

i. Beverly Cleary

j. Elenor Estes

k. George Selden

l. E.B. White

Section III - Post Test

True or False

F 1. A child must consistently excel in at least three talent areas before he is considered gifted.

T 2. The librarian can be of great help to the classroom teacher but should not interfere with the education of gifted students.

F 3. The slow learner/reader usually has a long attention span.

T 4. The Fry Graph is simple and quick to apply and can be done by Library personnel.

F 5. Always guide your visually handicapped student around the library so he will not feel lost.

T 6. Most mentally handicapped students show a preference for books that have a main character or group doing only one thing.

T 7. The greatest service an educator can do for a gifted child is to guide him rather than teach him.

F 8. Dyslexia is impairment of the ability to interpret or use oral language.

F 9. When speaking to a hearing impaired person, enunciate clearly, one word at a time.

F 10. An audiologist is a medical doctor who tests hearing.

F 11. Handicapped children have different emotional needs than normal children.

F 12. Cerebral palsy is a progressive disorder that increases in severity as the child matures.

T 13. Congenital disorders or impairments can be described as existing from birth.

T 14. The slow learner is often job oriented, not education oriented.

T 15. The poor reader will often reject reading materials obviously written for younger people.

T 16. Visual Handicapped is a term used to designate the total range of visual loss.

F 17. Blind students have a sixth sense or extraordinary talent.

F 18. When reading or telling a story to mentally handicapped students, a long story should be chosen because the mentally handicapped like storytelling.

T 19. One of the biggest barriers to handicapped people are other people's attitude.

F 20. The social maturity of the hearing impaired is usually about the same as his hearing peers.

Fill in the blank with the correct word

Humorous
Preachy
Bibliotherapy
Spache Reading Formula
Adaptations
Interest
Fry Graph

21. Interest is a primary factor to be considered in attempting to stimulate reading.

22. Slow learner/readers usually like hunorous stories.

23. Slow learner/readers usually don't like preachy stories.

Place the letter to the correct answer in the space provided below

A 24. Cassette tapes produced expecially for use by blind or physically handicapped users:

a. Require a special cassette player which can accommodate tapes recorded on four tracks and at half the normal speed.
b. Can be played on any standard cassette player.
c. Require a special cassette player because the cassette itself is a different size than standard cassette tapes.
d. Require special headphones which are issued only to legally blind persons.

Fill in the blank with one of the following terms:

Mentally handicapped student
Behaviorally disordered student
Learning disabled student
Communication disabled student

25. Behaviorally disordered student is one who exhibits behavior that deviates significantly from the norm and interferes with his/her ability to learn.

Fill in the blank with the correct letter

F 26. Modality

I 27. One characteristic of a learning disabled child.

G 28. Receptive language

E 29. Speech

B 30. Laterality

a. Can feed themselves

b. Involves the awareness of the two sides of one's body and the ability to identify them as left or right correctly

c. Are teased a lot

d. More like, than unlike other people

e. Oral means of communication

f. Pathway through which an individual receives information and thereby learns.

g. Language that is spoken or written by others and received by the individual

h. Impairment of the ability to use or understand oral language

i. Inability to perform in a certain learning area

BIBLIOGRAPHY

BIBLIOGRAPHY

Books and Pamphlets	Prices
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Baskin, Barbara H. and Karen H. Harris. Books for the Gifted Child. New York, R. R. Bowker and Co., 1980.	16.95
Baksin, Barbara H. and Karen H. Harris. The Special Child in the Library. Chicago, American Library Association, 1976.	9.00
Beck, Margaret V. and Vera M. Pace. A Guide Book for Teaching Library Skills: Book 3. Minneapolis, Minn., T. S. Denison and Co,. Inc. (Coordinator's copy 513-00157-3)	7.95
Beck, Margaret V. and Vera M. Pace. Library Skills; using reference materials. Minneapolis, Minn., T.S. Denison and Co., Inc. (Aide's workbook 513-00158-1)	.95
Available from: The Highsmith Co., Inc. Box 25 Ft. Atkinson, Wisc. 53538	
Finding Information in Magazines: How to use the Reader's Guide. NY., H. W. Wilson Co. (pamphlet - no charge)	
Greene, Ellin and Madalynne Schoenfeld. A Multimedia Approach to Children's Literature, 2nd ed. Chicago American Library Association, 1972.	6.95
Huck, Charlotte, S. Children's Literature in the Elementary School, 3rd ed., updated. NY, Holt, Rinehart and Winston,1979.	16.95
The Library is My Best Friend. NY, AAGC. (pamphlet)	.25
Address: American Assoc. for Gifted Children 15 Gramercy Park New York, NY 10003	
Polette, Nancy. Basic Library Skills: Grades 4-6. St. Louis, MO., Milliken, 1971. "A Milliken Full Color Transparency-Duplicating Book" 12 Full Color Transparencies - 24 Duplicating Pages.	8.95
Address: Highsmith Co., Inc. P.O. Box 25 Ft. Atkinson, Wisc. 53538	

Spache, George. Good Reading for Poor Readers, rev. ed. Champaign, Ill., Garrard Pub., 19[illegible]	5.95
Sutherland, Zena, Dianne L. Monson and May Hill Arbuthnot. Children and Books, 6th ed. Glenview, Ill., Scott Foresman and Co., 1981.	17.95

Filmstrips

Title: AMERICAN BIOGRAPHIES

Part Titles:

Pt. 1: George Washington
Pt. 2: Benjamin Franklin
Pt. 3: Thomas Alva Edison
Pt. 4: Alexander Graham Bell

Components:
4 filmstrips, 4 cassettes or records, discussion guide

Pub. Suggested Grade Level: 4-8

Cost: $96.00 set
($24.00 each filmstrip w/cassette or record)

Publisher: Miller-Brody
Random House School Div.
400 Hahn Rd.
Westminster, MD 21157

Summary:
"... this excellent biographical series presents insights into the lives of four outstanding individuals."

Title: AMERICAN FOLK HEROES AND TALL TALES

Part Titles:

Pt. 1: Paul Bunyan and his Great Blue Ox
Pt. 2: Rip Van Winkle
Pt. 3: Pecos Bill and Lightning
Pt. 4: Johnny Appleseed
Pt. 5: John Henry and his Mighty Hammer
Pt 6: Headless Horseman and Ichabod Crane

Components:
6 filmstrips, 6 cassettes

Pub. Suggested Grade Level: K-5

Cost: $108.00 set
($18.00 each filmstrip w/cassette)

Publisher: Troll Associates
320 Rt. 17
Mahwah, NJ 07430

Summary:
"American folktales and legends to tickle the funnybone and stimulate the imagination. Fabled exploits of heroes like Paul Bunyan and Pecos Bill thrill children and help develop and appreciation of American geography and history. The tongue-in-cheek humor in thes filmstrips often captures the pride Americans feel about themselves and their country."

Title: AMERICAN INDIAN NATURE LEGENDS

Part Titles:
Pt. 1: Stealing the Sun
Pt. 2: The Answering Universe
Pt. 3: Thunder Spirits
Pt. 4: Animal Mysteries
Pt. 5: The Search for Buffalo
Pt. 6: Creatures of the River

Pub. Suggested Grade Level: 3-6

Cost: $108.00 set
($18.00 each filmstrip w/cassette)

Publisher: Troll Associates
320 Rt. 17
Mahwah, NJ 07430

Summary:
"The wonders of nature and reverence for life are interwoven into these American Indian legends. Fascinating sights and sounds of Indian lore are captured in this exciting unit. Dramatic and captivating legends from different regions of the country provide insight into how Indians viewed stars, rainbows, rivers, animals and other aspects of nature.

Title: BEVERLY CLEARY (Meet the Newbery Author)

Components:
1 filmstrip, 1 cassette

Pub. Suggested Grade Level: 3-8

Cost: $31.98 set

Publisher: Miller-Brody
Random House School Div.
400 Hahn Rd.
Westminster, MD 21157

Summary:
"Fascinating portraits of the popular authors whose works have been chosen as Newbery Medal or Honor Books. This unique series, addressed to children, will provide insight into the lives of the Newbery authors and will serve as an introduction to other books by these writers. Each title includes a sound filmstrip with record or cassette." The following titles are available:

Lloyd Alexander
William H. Armstrong
Natalie Babbitt
Carol Ryrie Brink
Betsy Byars
Beverly Cleary
James and Christopher Collier
Susan Cooper
Eleanor Estes
Jean Craighead George
Bette Greene
Virginia Hamilton
Marguerite Henry
Jamake Highwater
Madeline L'Engle
Arnold Lobel
Scott O'Dell
Isaac Bashevis Singer
Laura Ingalls Wilder
Elizabeth Yates
Laurence Yep

Title: EUROPEAN MYTHOLOGY SERIES

Part titles and Running Times:
Pt. 1: Greek Mythology (9 min.)
Pt. 2: Roman Mythology (11 min.)
Pt. 3: Norse Mythology (12 min.)
Pt. 4: Celtic Mythology (11 min.)

Components:
4 filmstrips, 4 cassettes, spirit master, teacher's guide.

Pub. Suggested Grade Level: 4-8

Cost: $90.00 set

Copyright: 1979

Publisher: BFA Educational Media
Box 1795
Santa Monica, CA 90406

Summary:
"Many familiar figures from Greek and Roman mythology--Zeus, Apollo, Perseus, Minerva, Hercules, Atlas and more--come to life in the first two parts of this program. The cast of characters is enlarged in Parts 3 and 4 by less familiar names including: Tyr, Norse god of war; Norse hero Sigurd (Siegfried); and Dagda, Cuchulain, and Finn, important characters in Celtic myths. Through all these adventures, from the wandering of Perseus to the wicked tricks of Loki in the frigid North Country, the viewer enters the exciting and challenging world of mythology. Here love and hate, envy and admiration, warfare and peace are personified and experienced by deities and humans alike. Included in the program are a Teacher's Guide and activity masters.

Title: FAVORITE POEMS TO READ, SEE AND HEAR

Part Titles:
- Pt. 1: Favorite Poems about the World of Nature
- Pt. 2: Favorite Poems about Animals
- Pt. 3: Favorite Poems about Holidays and Seasons
- Pt. 4: Favorite Poems of Fun and Laughter
- Pt. 5: Favorite Poems about Children's Adventures

Pub. Suggested Grade Level: K-5

Cost: $108.00 set
($18.00 each filmstrip/cassette)

Publisher: Troll Associates
320 Rt. 17
Mahwah, NJ 07430

Components:
6 filmstrips, 6 cassettes

Summary:
"This anthology of poetry will help children read and understand many of the world's most famous poems of childhood. Each stanza is illustrated for children so they can see and interpret the meaning of the entire poem. Here's a unit to stimulate discussion and thought, to encourage an early awareness of language and an enjoyment of poetry."

Title: THE FOOL OF THE WORLD AND THE FLYING SHIP

Components:
1 filmstrip, 1 cassette
(SF 249 C)

Pub. Suggested Grade Level: Elem.

Cost: $18.00

Publisher: Weston Woods
Weston, CT 06883

Summary:
"A balalaika solo weaves traditional Russian folk melodies into a mosaic created by Uri Shulevitz' rainbow-colored illustrations in this sound filmstrip adaptation of the Caldecott Award-winning Russian tale. One day the Czar declared that anyone capable of bringing to him a flying ship would be granted his daughter's hand in marriage. The Fool of the

Summary (cont.):
World set off on this impossible task and soon met an ancient old man. For the Fool's kindness, the old man helped him find the flying ship but cautioned, 'Be sure on the way to give a lift to everyone you meet.' Thus begins an improbable journey on which the Fool collects an assortment of odd, imaginative characters blessed with unusual talents--all of which will be needed in order to turn back the Czar's challenges and win the hand of the lovely Princess."

Title: GAIL E. HALEY: WOOD AND LINOLEUM ILLUSTRATION

Components:
1 filmstrip, 1 cassette,
utilization guide
(SF 456C)

Pub. Suggested Grade Level: Elem +

Cost: $30.00

Publisher: Weston Woods
Weston, CT 06883

Summary:
"In this sound filmstrip Gail E. Haley discusses her technique of using wood and linoleum blocks to create a story's mood through illustration. She traces the historical development of print-making, demonstrates with masks and dolls the source of some of her ideas for A Story--A Story and Go Away, Stay Away and details her research into various cultures deplicted in her books. Beginning the process with carbon tracings, she cuts and inks the blocks and shows how she colors proofs of her prints by using both watercolors and oil-base ink. Her fascinating technique will appeal to teachers and students of language and visual arts."

Title: HOW A BOOK IS MADE

Components:
3 filmstrips, 3 cassettes
and teacher's guide

Pub. Suggested Grade Level: 4-8

Cost: $63.00

Publisher: Miller-Brody
Random House School Div.
400 Hahn Rd.
Westminster, MD 21157

Summary:
"Travel along with narrator Ann Grifalconi, illustrator of the Ballad of Burglar of Babylon by Pulitzer Prize winner Elizabeth Bishop, and follow the development of the book from its conception to its completion. Discover the various phases of book production from editorial through photographic platemaking, printing, and binding."

Filmstrips (cont.)

Title: HOW A PICTURE BOOK IS MADE

Components:
1 filmstrip, 1 cassette
and guide
(SF451 C)

Pub. Suggested Grade Level: 4-8

Cost: $25.00

Publisher: Weston Woods
Weston, CT 06883

Summary:
"Author-illustrator Steven Kellogg describes the steps involved in creating The Island Of The Skog, a picture book relating the adventures of a group of mice on a faraway island. He follows the book's development from originating the idea, through writing and rewriting and consulting with the editor at his publishing house, creating the illustrations and following the steps involved in the printing and binding processes. By outlining the skills required to create a picture book, this sound filmstrip will inspire an appreciation for children's literature."

Title: THE LIBRARY: OUR LEARNING RESOURCE CENTER

Part Titles:
Set 1-Pt. 1: Using the library
Pt. 2: The Card Catalog
Pt. 3: The Dewey Decimal System
Pt. 4: Biographies
Set 2-Pt. 1: Gazetteers and Atlases
Pt. 2: Almanacs and Yearbooks
Pt. 3: The Dictionary
Pt. 4: Encyclopedias
Set 3-Pt. 1: Audiovisual Materials and Equipment
Pt. 2: How to Use and Care for Learning Resources
Pt. 3: Periodical Indexes
Pt. 4: Doing Research

Pub. Suggested Grade Level: 4-6

Cost: $78.00 set

Coypright: 1975

Publisher: EDL McGraw-Hill
1221 Ave. of the Americas
New York, NY 10020

Components:
The series contains 3 sets. Each set consists of 4 filmstrips, 4 cassettes and a teacher's guide.

Summary:
"Two jolly bookworms, Li and Berry, explain that libraries are much more than places to keep books. They give your students the grand tour, starting with such basic tools as the card catalog, the periodical index, and the Dewey Decimal System. Then, it's on to important reference words. Li and Berry cover the dictionary in depth, with clear explanations of alphabetical concepts, spelling, pronounciation and word meaning--including syllables, phonetics, definitions and homonyms. They wind up with a discussion of essential research resources."

Filmstrips (cont.)

Title: LITERATURE FOR CHILDREN: Series 4

Part Titles:
Pt. 1: Haiki
Pt. 2: Descriptive Words
Pt. 3: Sounds of Poetry
Pt. 4: Humorous Verse

Components:
4 filmstrips, 4 cassettes
with teacher's guide

Pub. Suggested Grade Level: 3-6

Cost: $79.00 series
($25.00 each filmstrip w/cassette)

Publisher: Pied Piper
P.O. Box 320
Verdugo City, CA 91046

Summary:
Haiku - "A beautiful garden and the enchanting verse of Issa, Shiki, and Basho demonstrate the beauty and form of haiku. Viewer are invited to write their own poems."

Descriptive Words - "Favorite poems like SWIFT THINGS ARE BEAUTIFUL and SNAILS show that careful observation inspires unusual comparisons and descriptions. Children's work encourages viewers to create their own poetry.

Sounds of Poetry - "Words and rhythms--galloping, booming, rolling--entice children to write verses about the everyday sounds they hear all around them.

Humorous Verse - "Amusing, hilarious, rollicking poems by David McCord, Eve Merriam, and Edward Lear entertain and delight. Some basic elements of humor emerge: nonsense, surprise, and exaggeration. Ideas to stimulate creativity are kindled.

Title: LITERATURE FOR CHILDREN: Series 3

Part Titles:
Pt. 1: Enjoying Illustration
Pt. 2: Historical Fiction
Pt. 3: Myths
Pt. 4: Adventure

Pub. Suggested Grade Level: 3-6

Cost: $79.00 series
($25.00 each filmstrip w/cassette)

Publisher: Pied Piper
P.O. Box 320
Verdugo City, CA 91046

Components:
Each series consist of 4 filmstrips,
4 cassettes and teacher's guide

Summary:
Enjoying Illustrations - "The imaginative work of forty different artists--from the Whimsy of Robert McClosky to the realism of Holling C. Holling--proves that illustrations add to the enjoyment of literature in some rather marvelous ways."

Historical Fiction - "The fascinating world of fact and fiction is combined in William O. Steele's Perilous Road, the story of a boy torn by the Civil War. The importance of factual research is illustrated with Island of the Blue Dolphin. Includes use of author card.

Filmstrips (cont.)

Title: PICK A PECK O' POEMS

Part Titles:
Pt. 1: What is Poetry?
Pt. 2: Animals, Animals, Animals
Pt. 3: When It's Cold, When It's Hot and When It's Not
Pt. 4: Sing a Song of Cities
Pt. 5: Our Earth to Keep
Pt. 6: Poem Belong to You

Pub. Suggested Grade Level: 3-6

Cost: $126.00

Publisher: Miller-Brody
Random House School Div.
400 Hahn Rd.
Westminster, MD 21157

Components:
6 filmstrips, 6 cassettes or records and guide.

Summary:
Poems by the best of today's writers of poetry for young people... illustrated by top children's book designers. Inspires children to read, learn and write their own poetry. Poets include Langston Hughes, Myra Cohn Livingston, Charlotte Zolotow, Elizabeth Coatsworth, Gwendolyn Brooks and others. Pick a Peck o' Poems helps youngster build auditory discrimination through the use of sounds, rhyming words, rhythm, words in sequence and words in context. "A series which is a delight to review! ... When combined with pictures that seem to catch the spirit and lilt of the poems, the material is naturally worth using in all areas of the language arts."

Instructor.

Title: POETRY EXPLAINED BY KARLA KUSKIN

Components:
1 filmstrip, 1 cassette utilization guide and book: Dogs and Dragons, Trees and Dreams

Pub. Suggested Grade Level: Elem.

Cost: $38.95 (inc. book)

Publisher: Weston Woods
Weston, CT 06883

Summary:
NCTE Medalist Karla Kuskin describes the principle qualities that distinguish poetry from prose: rhythm and sometimes rhyme; the sounds of words, the pictures the words bring to mind, and how the words look on the printed page. She also responds to her reader's most frequent question: "Where do you get your ideas?" Kuskin's exposition, supported by her original illustrations and readings from her own poetry, is designed to encourage students to read and write more poetry. The sound filmstrip will also enable teachers to work more comfortably and effectively with youngsters exploring and savoring the realm of words. Poems read by Kuskin in her sound filmstrip are included in her annotated anthology, Dogs and Dragons, Trees and Dreams: A Collection of Poems.

Filmstrips (cont.)

Title: PROTECTIVE ADAPTATION IN ANIMALS

Part Titles:
Pt. 1: Colors that Camouflage
Pt. 2: Patterns and Shapes that Camouflage
Pt. 3: Warning Colors and Mimicry
Pt. 4: Camouflage and Behavior

Pub. Suggested Grade Level: 4-8

Cost: $85.00

Publisher: Coronet Films
65 East South Water St.
Chicago, Illinois 60601

Components:
4 filmstrips, 4 cassettes

Summary:
"The next best thing to a safari! Students will be spellbound at stunning, full-color scenes of animals in their natural habitats. Fascinating commentary on protective coloring, shape and behavior of wildlife supports visuals of nature's survival techniques in action. This series will stimulate your students' interest in their environment, motivate them to sharpen their powers of observation."

Title: READING FOR THE FUN OF IT: GETTING HOOKED ON FANTASY

Components:
1 filmstrip, 1 cassette
1 record, teacher's guide

Pub. Suggested Grade Level: 4-8

Cost: $52.50

Publisher: Guidance Associates
Box 300
White Plains, NY 10602

Summary:
"Visit the always appealing world of 'What-if' through fantasies which bring to life mythical kingdoms, are filled with magic and the supernatural, contain animals that think and talk like people and are populated by independent, free-living children. The program dramatizes selections from the Narnia series, Charlotte's Web and the Green Knowe stories, among others."

Others titles in this series include: Getting Hooked on Adventure, Historical Fiction, Humor, Many Lands, Mystery, Nature, Realistic Fiction, Science Fiction and Sports.

Filmstrips (cont.)

Title: RIB-TICKLING AMERICAN FOLKTALES

Part Titles:
Pt. 1: Old Stormalong, America's Greatest Sailor
Pt. 2: Casey Jones, America's Greatest Railroad Man
Pt. 3: Paul Bunyan and Johnny Inkslinger
Pt. 4. Febold Feboldson, Hero of the Great Plains
Pt. 5: Fighting Mike Fink on the Frontier
Pt. 6: Casey at the Bat and Casey's Revenge

Pub. Suggested Grade Level: 3-6

Cost: $108.00 set
($18.00 each filmstrip w/cassette)

Publisher: Troll Associates
320 Rt. 17
Mahwah, NJ 07430

Components:
6 filmstrips, 6 cassettes

Summary:
"These favorite American folktales will capture the imagination and fancy of all children. Here's a collection that sparkles with bright, charming humor. Together with exciting illustrations, lively music, and sound effects, it motivates student interest in American folktales and lore, and stimulates an appreciation of American history and Geography."

Title: TALE OF PETER RABBIT

Components:
1 filmstrip, 1 cassette
(SF 33C)

Pub. Suggested Grade Level: Elem.

Cost: $18.00

Publisher: Weston Woods
Weston, CT 06883

Summary:
Authentic version of children's story with original illustrations transfered to film.

Title: TRACING A LEGEND: THE STORY OF THE GREEN MAN by Fail Haley

Components:
1 filmstrip, 1 cassette
and guide
(SF 463 C)

Pub. Suggested Grade Level: Elem.

Cost: $30.00

Publisher: Weston Woods
Weston, CT 06883

Summary:
"In her sound filmstrip, Haley describes her growing involvement with the leaf-clad person who is the central figure in her picture book THE GREEN MAN. He appears in stories, sculptures and paintings that range in time and place from ancient Greek and Roman gods to the label on today's Jolly Green Giant products. Tracing a Legend will be an effective tool with elementary students, introducing them to characters of myths and legends such as Robin Hood, Paul Bunyan, Hercules, etc.; with junior and senior high students to open discussion on the makeup of a character; and for college and in-service training to illuminate the universality of all literature from Greek myths, to Hamlet, to Gail Haley's THE GREEN MAN."

Title: UNDERSTANDING DIFFERENCES

Part Titles:

Pt. 1: I Can't Read
Pt. 2: People Say I'm Slow
Pt. 3: What's So Great About Being Smart
Pt. 4: How Can I Run

Pub. Suggested Grade Level: 3-6

Cost: $72.00 set
($22.00 each filmstrip w/cassette)

Publisher: Learning Tree Filmstrips
P.O. Box 1590
Boulder, Co 80306

Components:
4 filmstrips, 4 cassettes
Teacher's guide

Summary:
"The narrative is sensitively developed from the point of view of handicapped children, but the negative responses of others are also examined and dealt with ... dialogue in all cases is realistic and believable as are the emotions displayed by the people ... the message comes across loud and clear: All have feelings and the need to be liked and understood."

Title: WHY AM I DIFFERENT

Part Titles:
Pt. 1: I am Different
Pt. 2: I am Blind
Pt. 3: I am Deaf
Pt. 4: I Can't Run

Pub. Suggested Grade Level: 4-8

Cost: $90.00 set

Publisher: Barr Films
P.O. Box 5667
Pasadena, CA 91107

Components:
4 filmstrips, 4 cassettes
Teacher's guide

Summary:
"One of the challenges confronting education, now that the practice of mainstreaming has placed exceptional children in many classes, is to help everyone accept those who are 'different'. It is with this problem in mind that Barr Films offers an important series of four filmstrips which examines youngsters with mobility handicaps, hearing impairment, visual

Filmstrip (cont.)

Summary (cont.):
loss and mental retardation. The program is designed to show how exceptional children think and feel ... what they can and cannot do ... how to treat them fairly ... why everyone should learn to understand their hopes, fears, capabilities and limitations."

Sound Recordings

Anderson, Hans Christian. The Emperor's New Clothes and Other Tales. (Caedmon--Cassette--$12.95)

Ann Frank: The Diary of a Young Girl. Read by Julie Harris. (Spoken Arts--2 Cassettes, SAC 7201-2--$19.00)

Ciardi, John. What Do You Know About Poetry? (Spoken Arts--Cassette, 6101.--$8.95)

A Gathering of Great Poetry of Children: (Caedmon--Cassette--$12.95)
Kindergarten up - SWC 1235
2nd grade up - SWC 1236
3rd grade up - SWC 1237
4th grade up - SWC 1238

Golden Treasury of Children's Verse. (Spoken Arts--Recording, 820--$8.95)

Greene, Bette. Summer of My German Soldier. (Miller-Brody--Cassette, 77995-9--$8.95)

Kipling, Rudyard. Just So Stories and Other Poems. (Caedmon--Cassette--$12.95)

Lear, Edward. Nonsense Stories and Other Poems. (Caedmon--Cassette--$12.95)

Lindgren, Astrid. Pippi Longstocking. (Viking--Cassette--dist. by Miller-Brody $7.95)

Morton Schindel: Voices from the Wilderness. - The Art of Recording Children's Stories. (Weston Woods--Cassette, WW 482 C--$7.00)

Norton, Mary. The Borrowers. Read by Claire Bloom. (Caedmon--Cassette, CDL 51459--$12.95)

Preludes: Series 1-5. (Children's Book Council--3 Cassettes and Supple. Booklet in vinyl album--$67.50 per series)
Series contents listed in Bib. Appendix 1.

Sandberg, Carl. Rootabaga Stories. (Caedmon--Cassette--$12.95)

Wojciechowska, Maia. Shadow of a Bull. (Miller-Brody--Cassette, 77110-9)

Addresses for Publishers of Sound Recordings:

Children's Book Council: 67 Irving Place; New York, NY 10003

Caedmon Records; 1995 Broadway; New York, NY 10023

Miller-Brody; 400 Hahn Rd.; Westiminster, MD 21157

Spoken Arts; 310 North Avenue; New Rochelle, NY 10801

Weston Woods; Weston, CT 06883

Videotape Cassettes

CREATIVE STORYTELLING TECHNIQUES. 30 min. Color. ALA, 1979. (VC 142)
Dr. Caroline Feller Bauer demonstrates a variety of storytelling techniques using many props besides picture books. Produced by the American Library Association as a continuing education aid, the program is concise as well as entertaining. Useful for on-the-job training of library staff, volunteers, teachers and parents.

* STORYTELLING. 24 min. Color. NMSL, 1975. (VC 37)
Doris Gregor, NMSL Children's Services Consultant, host Virginia Ewing and Arlene Kloweno in a discussion of story telling. Questions include why tell stories, what preparations are required, what kinds of materials and subjects to use. Advice is given on improving delivery and samples are shown.

* STORYTELLING: MOTIVATIONAL GIMMICKS. 60 min. Color. NMSL, 1976. (VC 76)
Gale Engstrom, reading specialist for Albuquerque Public Schools shows puppets, dolls, models, stuffed animals "Take-home" gifts and many other gimmicks which enhance storytime activities. Recorded at Albuquerque Public Library's Storytelling Festival, April 7, 1979.

* STORYTELLING: PLANNING A PROGRAM. 30 min. Color. NMSL, 1976. (VC 38)
Karen James, NM Dept. of Education, demonstrates her storytelling techniques with three examples of stories told complete to a group of children. Following is a presentation giving tips on planning a successful storytime. Arrangement of display books, choice of materials, practice drills, preparation and delivery are explained. Theme is that preparing for storytime is similar to staging dinner for guest: Have your "table set" and be a gracious host.

* STORYTELLING WITH A FLANNEL BOARD. 16 min. Color. NMSL, 1976. (VC 40)
Mrs. Edith Reybold, librarian in Albuquerque's public schools uses a flannel board to tell the story, "You Look Ridiculous," creating a truly ridiculous-looking creature from the features of several animals. Following is an interview with Mrs. Reybold during which she explains her approach to storytelling, including preparation and summary.

* STORYTELLING: WITH MUSIC. 55 min. Color. NMSL, 1979. (VC 79)
Dianne Bonnel illustrates the use of music in telling stories. Including the use of large, colorful books as well as instruments and acting out stories.

For Futher Information Contact:
Media Coordinating Center
New Mexico State Library
P.O. Box 1629
Santa Fe, NM 87503
(505) 827-2033

* Indicates titles which may be copies.

BIBLIOGRAPHY: Appendix 1

PRELUDES (Contents List):

> Children's Book Council Mini-Seminars on Using Books Creatively "Taped sessions by children's literature and elementary education specialists that give advise and suggestions relating to using and sharing children's books with children".

Each series comes in a vinyl album containing 3 cassettes and a supplementary booklet of biographical sketches and biographies.

Series 1:
Introduction
Storytelling by Augusta Baker
Bringing Books to Life through Drama by Virginia Reid
Science Books and Young Children by Glenn O. Blough
Reading Poetry Aloud by Sam Sebesta
Reading Prose Aloud by Zena Sutherland
Reading Books and Asking Questions by Jack Frankel

Series 2:
Children's Responses to Books by Charlotte S. Huck
Encouraging Families to Read Together by Lavinia Russ
Enjoying Poetry with Children by Leland B. Jacobs
Fantasy and the Human Condition by Lloyd Alexander
Good Science Teaching Develops the Whole Child by Roma Gans
Using Folklore as an introduction to other cultures by Anne Pellowski

Series 3:
Cognifective Domain: Ways of Knowing by Lazer Goldberg
Exploring American History through Fiction by Jean Fritz
Folklore in the culture of the child by Virginia Haviland
Trade books as remedies for Reluctant Readers by William A. Jenkins
What's so funny? Humor in Children's Books by Caroline Feller Bauer
You can't start too soon: Books and reading for the preschool child by Nancy Larrick

Series 4:
A Branch of the Tree: Children's Books as a part of World Literature by E. Cameron
Children's Books in Translation: unique and universal by Paul Heins
Evaluating Children's Books by Betsy Hearne
Picture Books: A World of Literature for small children by Barbara Bader
Trade Books and the Social Studies: a special relationship by M. Branson
Using Books with Beginning Readers by Lilian Moore

Series 5:
American Indian Stories and Songs by John Bierhorst
Building Blocks of Language: the word, the story, the book by Bernice E. Cullinan
The Degenerate White Dwarf and the Red Giant: Intuition in Science Fiction by Madeline L'Engle
Literature for the Gifted Child by Dianne Monson
Music and Beginning Reading Through Picture Books and Song Collections by John Langstaff
Selecting Poetry for Young People by Myra Cohn Livingston

BIBLIOGRAPHY: Appendix 2

You may wish to make the following changes and additions in your copy of the first item on the bibliography, ALA. Selecting Materials for Children and Young Adults: A Bibliography of Bibliographies and Review Sources.

p. 4: Lists (Elementary)
"I Can Read! Predictable books as resources ..." by Lynn K. Rhodes. The Reading Teacher, Feb. 1981, pp. 511-518 (A Bibliography of predictable books).

p. 4: BEST IN CHILDREN'S BOOKS
"Add" Best in Children's Books: University of Chicago Guide to Children's Leterature, 1973-1978. 1980. $17.50.

p. 5: CHILDREN'S LITERATURE IN THE ELEMENTARY SCHOOL
"Add" 3rd. ed. updated 1979. $16.95.

p. 8: Lists (Very Young)
Reading With Children Through Age 5. 1980. 250 Titles with brief annotations. (Order from the Child Study Children's Book Committee, Bank St. College, 610 W. 112 St. New York, NY 10025. $2.00).

p. 8: PICTURE BOOKS FOR CHILDREN
"Add" 1981 ed. $12.50 pap.

p. 9: Lists (media)
Recordings for Children. Comp. by Elaine Thomas, Wendy Caldiero and Janice Frank. New York Library Association (New Address: 15 Park Row, Suite 434, NY 10038) 1981. 25p. $4.00 postpaid.

p.10: EDUCATIONAL FILM LOCATOR
"Add" 2nd ed., 1980. $50.00.

p.14: CHILDREN'S BOOK REVIEW INDEX
"Add" 1975-1979 annual vols. Available $46.00 vol.

p.21: PREVIEWS
"Change to read": No longer issued as a separate publication. These reviews now appear in SLJ under "Audiovisual Reviews".

p.32: LIBROS A TU GUSTO
"Add" 1981 ed. (Single copy free)

p.35: Science and Mathematics (General)
Children's Science Books. 1980. Museum of Science and Industry (Museum Stor, 57th St. and Lake Shore Drive, Chicago, Ill. 60637) Lists 900 books and periodicals. $3.00 postpaid.

BIBLIOGRAPHY: Appendix 2 (cont.)

p.36: Science and Mathematics (Drugs)
Drugs: A Multimedia Sourcebook for Young Adults, comp. by Sharon Charles and Sari Feldman. American Bibliographic Center; Clio Press/ Neal-Schuman, 1980. 200 p. $16.50.

p.37: Science and Mathematics (Sex Education)
Sex Education for Adolescents: A Bibliography of Low-Cost Materials American Academy of Pediatrics, the Planned Parenthood Federation of American and the American Library Association. 1981. 32 p. booklet. (Order from ALA, $2.00.).

p.38: Social Studies (Ethnic Materials)
Hey Miss! You Got A Book For Me? A Model Multicultural Resource Collection Annotated Bibliography by Joanna Fountain Chambers. Austin. Bilingual Language Editions (P.O. Box 3364; Austin, TX 78764) 1981. $12.95.

p.47: BOOKFINDER
Change vol. 1 price to $37.50
"Add" vol. 2 (1981) $37.50 (2 vol. set $69.50)

p.48: Special Needs (For and About the Disabled)
Books for Deaf Children by Mary Newton. The Alexander Graham Bell Associates.

p.53: Special Needs (For the Gifted and the College Bound)
Exploring Books with Gifted Children. Nancy Polette and Marjorie Hamlin. 214 p. Libraries Unlimited, Inc. 1980. $15.00.

p.56: Special Needs (High Interest, Low Vocabulary)
The High/Low Handbook: Books, Materials and Services for the Problem Teenage Reader. Ed. by Ellen V. Libretto. July, 1981. R. R. Bowker. $20.00.

p.61: Other (Producting Media)
Doing the Media: A Portfolio of Activities, Ideas and Resources. Kit Laybourne and P. Cianciolo. New rev. ed. ALA. 1980.

EXPANDING LITERARY HORIZONS FOR CHILDREN

A TRAINING MANUAL FOR ELEMENTARY SCHOOL LIBRARY AIDES

ESEA TITLE IV PART C

GADSDEN INDEPENDENT SCHOOL DISTRICT
P.O. BOX DRAWER 70
ANTHONY, NEW MEXICO 88021

SECTION II, "Learning About Children and Books."

The reading on "Audiovisual Equipment" is from The School Library Media Services Handbook (1978 ed.) and is reprinted with permission of the Orange County Department of Education, Santa Ana, California.

SECTION III, "Meeting the Special Needs of Children."

The following articles are reprinted with permission from School Library Journal, published by R. R. Bowker (a Xerox Company):

Bush, Margaret, "Books for Children Who Cannot See the Printed Page", SLJ, Vol. 26 (April, 1980) pp. 28-31.

Dresang, Eliza T. "There Are No Other Children: Special Children in Library Media Centers", SLJ, Vol. 24 (September, 1977), pp. 19-23.

Henne, John F., "Serving Visually Handicapped Children", SLJ, Vol. 25 (December, 1978), pp. 36-37.

Metcalf, Mary Jane, "Helping Hearing Impaired Students", SLJ, Vol. 25 (January, 1979), pp. 28-31.

EXPANDING LITERARY HORIZONS FOR CHILDREN:
A Training Manual for Elementary School
Library Aides - Prepared under an ESEA Title IV-C Grant.
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PREFACE

It is the intent of the Gadsden Independent School District to improve the quality of library services so that it more fully meets the needs of children through its curriculum. A good library program includes appropriate materials in science, social studies, reading and literature to meet the needs of students reading at the various grade levels.

Traditionally, para-professional library aides are responsible for each library-media center. Therefore, there is a definite need for training of the aides. Each aide needs knowledge of general reference materials in order to help students with their research requirements and reports. They also need to become familiar with children's literature in order to help students find books that they can read and enjoy. Instruction is necessary to improve storytelling techniques and group presentations.

Several aides audited a college course in children's literature at the University of Texas at El Paso. It became evident that in-service training would be necessary so that all aides could have the benefit of instruction tailored to their specific requirements. It also became apparent that in this "audiovisual age", the library staff must be able to approach literature and other subjects with multi-media presentations.

In the Spring of 1978, a proposal "Expanding the Literary Horizons of Children" was developed by Jeanne Barck (Director of Federal Projects) and Helen Goodman (Elementary Library Coordinator). It was submitted and approved for an ESEA Title IV-C innovative grant.

During the first year, workshops on children's literature and storytelling were presented by Jean Stevens (Children's Librarian, Branigan Library, Las Cruces), and Helen Goodman (Elementary Library Coordinator, Gadsden Independent School District). The results of this initial training were excellent. For the most part, the aides showed a marked increase in their knowledge of children's literature and storytelling skills.

During the following year, the project was expanded to include the needs of more children. A second proposal, "Meeting the Special Needs of Children", was developed to deal with the teaching of library and reference skills and to serve children with special abilities and handicaps. The second year's project was coordinated by Pat Lobdell (Title IV-C Librarian) who conducted presentations on the following topics given by specialists in their fields:

Gifted/Talented Students	Susan Dyche, Teacher of Gifted/Talented, Las Cruces School District
Visually Handicapped Students	Wanda West, Librarian, New Mexico School for the Visually Handicapped (Alamogordo, New Mexico)
Hearing Impaired Students	Bilye Norwall, Teacher of Hearing Impaired, Las Cruces School District
Physically Handicapped Students	Marilyn Esser, Teacher of Physically Handicapped, Las Cruces School District and Aurelia Alvarez-Nelson, Regist. Physical Therapist, Las Cruces School District
Mentally Handicapped Students Behaviorally Disordered Students Communication Disordered Students Learning Disabled Students	Patty Myers, Diagnostician for Special Education, Gadsden Independent School District

While coordinating the second year of workshops, Mrs. Lobdell, under the direction of Herb Torres (Director of Federal Programs-1979-80), began to develop a manual and resource kit based on the workshops that had been presented during the first and second years of the project.

During the third and final year of the grant, under the direction of Enrique Gallegos (Director of Federal Programs) and conducted by Mary Ann Plaut (Title IV-C Librarian) this in-service training manual for elementary school library aides was field-tested in Silver City, New Mexico, Bayard, New Mexico and Gadsden Independent School District with three new library aides.

Several specialists read the manuscript and contributed valuable suggestions. They included Ruth A. Velleman (Library Director, Human Resources School, Albertson, New York), Ann Bennett (Librarian, New Mexico School for the Deaf), Betsy F. McGuckin (Elementary Supervisory Librarian, Las Cruces School District), and Linda Rivera (Elementary Librarian, El Paso Public Schools).

Changes and revisions were made as a result of the field test. Both Alicia Martinez (Consultant, Las Cruces) and Niki Delgado (Home/School Specialist for OPTICS Program, Gadsden Independent School District) provided invaluable assistance in the final format and editing of the manual.

The illustrations used in this manual are the work of students from Anthony Elementary School (Gadsden Independent School District), many of whom were in Special Education classes. These illustrations were assembled and arranged under the direction of Lupe Lowenberg, art teacher at Gadsden High School.

In the Spring of 1981, this training manual was validated by the New Mexico State Department of Education.

Special thanks are extended to Helen Goodman for her guidance throughout the different phases of the project, and to Rosalinda Reyes and Margie Ortega who spent endless hours of their personal time in the typing of this manual.

In the spirit of continual innovations in education, it is our pleasure to share with you the history, development and potential of this manual. We are more than willing to assist you in implementing effective programs for the children of your schools.

Manuel X. Aguilar
Superintendent
Gadsden Independent School District

CEIVED

EVALUATION

"Expanding Literary Horizons of Children"

A TRAINING MANUAL

PLEASE COMPLETE AND RETURN TO US AFTER REVIEWING MANUAL

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ATTENTION: Enrique Gallegos
Director of
Federal Programs

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II. Regarding the Content

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B. Is the language appropriate for readability by para-professional aides? 1 2 3 4
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IV. Regarding the Instructions

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Comments:

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